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A COMMUNITY APPROACH TO STUDENT TEACHING. RESEARCH REPORT NUMBER 4.

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AS AN OUTGROWTH OF AN EARLIER STUDY ON IMPROVING STUDENT TEACHING IN HOME ECONOMICS, A PILOT PROGRAM WAS INITIATED TO DETERMINE THE EFFECTIVENESS OF A STUDENT TEACHING PROGRAM DESIGNED TO PRODUCE HOMEMAKING TEACHERS WHO COULD QUICKLY BECOME ACQUAINTED WITH A COMMUNITY, ADAPT TEACHING TO IT, AND LOCATE AND USE LOCAL RESOURCES. INSTRUMENTS WERE DEVELOPED (1) TO TEST STUDENT ATTITUDES AND BELIEFS ABOUT THIS TEACHING APPROACH, (2) TO DETERMINE INTERESTS, MOTIVATION, AND KNOWLEDGE IN RELATION TO FAMILIES AND COMMUNITIES, AND (3) TO RATE THE VALUE OF COMMUNITY EXPERIENCES. MOST OF THE DATA WERE COLLECTED FROM STUDENT TEACHERS WITH ADDITIONAL INFORMATION FROM TEACHER EDUCATORS, SUPERVISING TEACHERS, AND PUPILS. SOME FINDINGS WERE--(1) LIVING IN THE COMMUNITY DURING THE STUDENT TEACHING PERIOD CONTRIBUTED TO STUDENT ACCEPTANCE OF A COMMUNITY APPROACH TO TEACHING, (2) HOME VISITS WERE THE BEST WAY TO LEARN ABOUT HOMES AND FAMILIES, (3) A LARGE MAJORITY OF FORMER STUDENTS JUDGED THE STUDENT TEACHING PROGRAM TO BE EFFECTIVE IN PREPARING THEM TO TEACH UNITS IN RELATION TO COMMUNITY CONDITIONS AND STUDENT BACKGROUND BUT NOT IN PREPARING THEM TO TEACH ADULTS, AND (4) THE RESEARCH TOOLS DEVELOPED FOR THE PROJECT PROVIDED MEANS FOR EVALUATING FUTURE TEACHER EDUCATION PROGRAMS. A SUMMARY OF THE EARLIER STUDY, FINDINGS FROM TESTING THE RESEARCH TOOLS, A DETAILED REPORT OF THE FOLLOWUP PORTION OF THE STUDY, AND RESUMES OF SEVEN THESES RELATED TO THE PROJECT ARE INCLUDED. (BS)

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A COMMUNITY APPROACH TO STUDENT TEACHING

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This report was written by Irene Patterson, Associate Professor, Home Economics Education, and Director of Home Economics Education State Research Project No. 15 entitled, "A Study of a Community Approach to Student Teaching." This project was supported by State funds. Graduate Assistants who participated in the development and conduct of this study include Kathleen Rhodes, Jean Westfall, Pearl Campbell, Agnes Sinniger, Etsuko Hatakeyama, Mary Margaret Carmichael, Audrey MacLeod, Gwendolyn Newkirk, Louise Ferrante and Barbara Holt.

Copies of this report may be obtained free of charge from the Department of Home Economics Education, New York State College of Home Economics, Cornell University, Ithaca, New York.

June, 1966

PREFACE

This research project was initiated as the result of an informal study of ways to enable the student teachers in the New York State College of Home Economics to most effectively:

a) Gain a knowledge of the community in which they were to teach.

b) Use this knowledge in their teaching.

c) Understand the importance of knowing the needs and resources of any community in which they might teach.

The purpose of the original study was to contribute to the improvement of the student teaching program particularly as it related to adapting the homemaking program to the local community and to using local resources for the enrichment of the teaching being done. The objectives of the research project were similiar to the original study. The design, however, was structured to provide depth in several discrete aspects of the problem as well as to select or develop and test instruments that would be useful in that phase of teacher education which was entitled, "A Community Approach to Student Teaching."

Data were collected for the most part from student teachers who participated in the project with additional information from the teacher educators, supervising teachers and pupils.

Graduate students analyzed and reported selected portions of the data in masters theses or doctoral dissertations as follows, listed in chronological order:

1. Westfall, Dorothy Jean. A Study of Student Beliefs Concerning Certain Aspects of Community Centered Teaching in Homemaking. M.S. Thesis, Cornell University. 1954.

2. Hatakeyama, Etsuko K. A Study to Determine the Amount and Kind of Information Students in Home Economics Education and Certain Other Students at Cornell University Have About the Families in this Society. M.S. Thesis, Cornell University. 1955.

3. Sinniger, Agnes Mary. Factors Affecting the Frequency of Use of Community Resources and Adaptation of Teaching to the Community by Twenty-eight Student Teachers Majoring in Home Economics Education. M.S. Thesis, Cornell University. 1956.

4. Carmichael, Mary Margaret Mueller. An Exploratory Study of the Adaptation of Teaching to the Community by Student Teachers in Home Economics. Ph.D. Thesis, Cornell University. 1961.

5. Newkirk, Gwendolyn Anita Jones. Community Experiences in Home Economics Student Teaching Programs in Six Teacher Education Institutions in New York State. Ed. D. Thesis, Cornell University. 1961.

6. Gritzmacher, Joan Edith. An Exploratory Study of Differences Between Home Economics Students With High and Low Proficiency in Student Teaching. M.S. Thesis, Cornell University. 1963.

7. Hough, Janet Lucille Kerby. An Analysis of the Adequacy of Preparation for Teaching Home Economics by One Hundred Fifty-eight Graduates from the New York State College of Home Economics at Cornell University. M.S. Thesis, Cornell University. 1963.

Publications based on data from the original informal study:

Patterson, Irene, and Rhodes, Kathleen. "Citizens with a Specialization...in Teaching." Viewpoint. Vol. III, No. 4, May, 1948. Pp. 6-7.

Patterson, Irene, and Rhodes, Kathleen. "New Teachers Preview Communities." Journal of Home Economics. Vol. 42, No. 4, April, 1950. Pp. 272-274.

Special thanks are hereby given to all of the student teachers who faithfully contributed data from a period preceding student teaching practice through the follow-up phase of this project; to the supervising teachers; the teacher educators at the New York State College of Home Economics and other selected institutions for their assistance; to the graduate assistants and others who made it possible to carry this project to completion.

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INTRODUCTION

Justification of the Project

At the time that this project was being designed, the professional literature supported the idea that school programs cannot effectively promote either individual self development or general social welfare unless these programs are projected out of the class room into a living community. Educational sociologist had pointed out that in the most effective educational programs no sharp curricular boundries were drawn between the school and the community. They expressed the belief that in some instances the schools were operating as though they were little islands separated from the community mainland without easy access from the one to the other -- these educators would place responsibility on school administrators and teachers for helping to build bridges between the classrooms and the local people.

Simultaneously educational psychologists reported in studies on learning that one important factor in learning is the ability to relate the new concept to something that is already known and that motivation to learn also has a bearing on the rate and amount of learning that may take place. It seemed then, that in order to have a high level of learning take place situations must be provided in which the youth or adults develop a desire to learn and in which the experiences are meaningful to them. Implications for programs in teacher education became self-evident especially in the preparation of home economics teachers.

Since one of the major objectives of the secondary school home economics program is preparation for effective and satisfactory personal and family living and since the subject matter being taught is so closely related to homes and families, it became clear that prospective home economics teachers must develop skills in assessing a community and in understanding the culture and conditions of the people who live there. The problem became one also of finding ways to help student teachers develop skill in planning programs and pupil activities that were related to home and community conditions and in using local resources both human and material to add enrichment to the daily lessons.

A thorough search yielded no reports of teacher education programs that had been designed to develop specific skill in understanding a local community as a basis for curriculum planning; in adapting the teaching to the learners or in using local resources to make learning meaningful. There were available however, reports of several projects which emphasized the importance of community understanding. W.E. Lessenger[1], Dean of Education at Wayne University, sent prospective teachers out to participate as leaders in volunteer groups in communities. At the University of Michigan, summer workshops had been established to encourage teachers to take a community education outlook rather than a purely "School" view of their jobs. Troy Stern[2] at Michigan State described an organized field study course to give students an active attitude toward community citizenship through actual first hand experience. These experiments in community study as a part of a teacher's preparation placed emphasis upon developing, in the students, an understanding of the contribution they may make in the community in which they are to teach. All of these reports indicated that community study was separated from the student teaching period, and that there had been no attempt to integrate the two experiences.

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[1] and [2] Information regarding these programs was received through personal correspondence with Dr. Lessenger and Dr. Stern.

Since no reports were found of empirical studies which gave direction to an experiment in orienting home economics students to a student teaching center, it became necessary to design or select and test a variety of procedures and evaluative techniques.

The Pilot Study

Long before the project being reported here was formalized, faculty members responsible for the student teaching program at the New York State College of Home Economics had introduced some revisions in the teacher education courses. One major reason for the change was the fact that many of the student teachers did not appear to know the homes and families nor the unique features of the communities in which they were carrying on their student teaching practice. The students were approaching the planning of units and daily lessons on the basis of "subject matter to be covered" without giving much thought to the background and interests of the pupils and adults they were teaching. These teacher educators believed that learning could be increased by teaching student teachers to assess a community, then plan pupil activities that were related to home and community conditions and use local resources both human and material in order to add enrichment to the daily lessons. Formerly the students had participated to some extent in community activities during their student teaching practice, but there had been no policy for planned community study as a basis for teaching. Accordingly in an attempt to sensitize students to local conditions and resources as well as the culture patterns of families, a highly structured plan of community study was put into operation during the 1946-47 academic year. In order to launch the program with emphasis on local conditions, a few definite requirements were set-up for both the student teachers and the supervising teachers. The college faculty provided close supervision and maintained a certain degree of control over the student teaching experiences related to the study.

Since no appropriate tests or other suitable research tools were available to use in collecting evidence; a variety of techniques were developed and employed in evaluating the results of this experiment. Details of this informal study are given in the section of this report entitled, History and Background of the project.

Launching and Conducting the Project

The evidence from this pilot study seemed to warrant further research; therefore, a project was written, approved and supported on a small budget from State Research Funds beginning with the 1953-54 academic year.

The lack of precise and highly sensitive evaluative instruments had been a serious handicap in conducting the initial study. Therefore, the decision was made that in the new project attention would be focused on the selection, construction and testing of instruments that could be used in determining attitudes, beliefs, interests and knowledge of student teachers and also in differentiating among those aspects of the program which were contributing to the objectives of the study.

During the period that the project was in operation, changes in teaching centers, personnel and faculty responsibilities made it impossible to exert the same degree of supervision and control over certain experiences of the student teachers as had been done in the pilot study.

However, revised plans were followed in the teaching centers for community study, adapting the program to local conditions, locating and using human and material resources.

These changes in practice in the student teaching centers did not lessen the need for valid and reliable research tools nor did they interfere to the point that it was impossible to try out certain tests that had become available or to construct and pretest others.

This report includes the results of testing a variety of instruments, a resume of procedures and finding from the theses that contributed to this project and also details of a follow-up questionnaire study of the graduates of the New York State College of Home Economics who participated in this study between 1948 and 1960.

Final collection of data for this project occurred during the Spring of 1961. However, the preparation of a report on another project delayed completion of the final report on this project.

HISTORY AND BACKGROUND OF THIS PROJECT

Description of Program

From time to time through informal conferences, previous student teachers at the New York State College of Home Economics had expressed their wishes for additional community study and participation during their student teaching practice. Some opportunities for such study had been provided prior to 1946 but the experiences had not been as effective as might be desired. Whether students had not seen the implications of their observations for teaching or whether they had been unable to put into practice the results of their experiences was not known.

With these considerations in mind and the realization that changes in feeling and thinking can best be promoted by personal involvement in new experiences, a pilot study was initiated as a program of directed experiences in community study and participation.

The major purpose of this program was to find answers to the following questions:

1. Does living in a community while student teaching and taking part in local activities help a prospective teacher to feel that she belongs and is accepted in the community?

2. What experiences during student teaching are most valuable in helping a young teacher to understand the problems and resources of the people in her community?

3. How can a student teacher learn to build a curriculum in homemaking that is based on a real appreciation of local circumstances?

For some time the ten credit undergraduate Home Economics Education course had been divided between two semesters. During the first semester while taking two credits of this course the students had observed high school classes, prepared a lesson plan and taught at least one period in a junior high school class. During the second semester the students lived in a small community away from campus for one half of the term and carried on their student teaching practice. They spent the other half of the semester in the home management apartments and attended a weekly seminar in which they gave attention to various aspects of teaching home economics. Student experiences in community study and participation seemed to have been sporadic with the quality and the amount varying from one teaching center to another and from student to student.

The experimental program of the pilot study was deliberately designed with a great deal of emphasis on the importance of knowing the community; techniques to use in assessing the problems and resources; to feeling at home with the people and to adapting the teaching to the local situation. Guide sheets outlining a plan of action were prepared and placed in the hands of both student teachers and the supervising teachers.

Briefly stated the major change in the student teaching program was that instead of making daily teaching plans and starting to teach classes during the first or second week, the students spent two weeks studying the community. They interviewed key persons, examined records available in the school, the local overnment offices and elsewhere; visited stores, the library, homes and attended meetings of all community agencies that were open to them. The students kept a log in which they recorded information and happenings. Each one wrote a report of her community experiences and attempted to use her learnings in planning her daily lessons.

In order to launch this program and gain the cooperation of the supervising teachers, several meetings were held in which the college faculty explained the purposes of the program and the contributions that the teachers were expected to make, reviewed the guide sheets and all materials to be used and answered questions.

At the end of the student teaching period, college faculty, cooperating teachers and students evaluated this experience. A summary of the evaluation showed that a large majority favored the new scheme. The cooperating teachers stated that the students oriented themselves more quickly to the situation and were more aware of pupil needs than student teachers had been in the past. The students said that knowing community problems helped direct teaching to correct them, and that knowing available resources was very helpful in planning lessons. Most important to them seemed to be the feeling of being at home in the community and being accepted by the citizens.

The evaluation brought out some of the problems inherent in this study. It became obvious that the evidence obtained regarding student understanding and subsequent use of information about a community was not sufficient in quality or quantity to warrant conclusions regarding the value of certain aspects of the study. However, the results available led the teacher educators to believe that there might be value in further study of a community approach to student teaching.

During 1947-1948, the program was given increased attention due to the fact that part of a graduate assistant's time could be devoted to collecting and analyzing data.

As the program progressed it became apparent that the results of the two week period of concentrated community study were not being incorporated into the teaching as well as had been hoped. Therefore, changes were made in the sequential plan to incorporate community participation along with class room teaching. Accordingly when student teachers went out to their communities in February, 1948 they followed the revised plan of community study and teaching, which was sufficiently flexible to be adjusted to each individual community.

At the same time two additional procedures were introduced in an attempt to improve the amount and kind of data collected. One was a specially prepared guide for writing anecdotal records. The purpose of this guide was to help the cooperating teachers understand the sort of evidence required in order to determine student understanding of the value of community knowledge.

The second procedure was the preparation of a detailed case history for each student teacher, the purpose of which was to develop as clear and complete a picture as possible of each student's background. It was assumed that a fairly complete resume of a student's previous experiences would be useful in determining her strengths and weaknesses, in predicting behavior in a particular community and might serve as a guide in assigning students to their teaching centers.

By March, 1948, analysis of the data gave evidence of certain understandings and practices on the part of the students. In order to obtain a comprehensive picture of each student's achievement, plans were made to record information about her which provided a wide variety of evidence concerning student behavior and verbalized understanding the community.

In so far as could be determined from the evidence collected from the students,the revised forms for community study and participation were very helpful to them in bringing to their notice possible implications of community happenings for use in teaching.

Teaching plans and daily evaluation cards were analyzed to find examples of how the student teachers had used information about the community in their teaching. These proved to be of little value in producing the kinds of evidence expected because both supervising teachers and students seemed to concentrate on recording other aspects of the program.

Additional information was collected from the records of the supervising teachers and in conferences with them. The students were interviewed individually and in groups. The individual conferences and group discussions were recorded on tape and analyzed for clues about their feelings toward the experiment as well as to determine their learnings about this approach to student teaching.

A summary of the evaluation of all of the data indicated that many of the students had developed:

a) a belief in the value of studying the problems and resources of the community as a preliminary to making teaching plans.

b) increased confidence in meeting people as a result of their participation in community affairs.

c) increased sensitization to the needs and resources of the community in which they taught.

d) an increased capacity for considering implications for teaching based on their observations of community affairs.

e) a desire to start their community study in the beginning Home Economics Education course prior to student teaching in order to be able to make use of their knowledge while living in the community and carrying on their student teaching.

f) a desire to make more home visits and to make them early in their practice period because this experience had proved to be a particularly valuable way of learning to know the children and their families.

g) a desire to participate as much as possible in organized groups where they are welcomed.

The experiences which seemed to make the most difference to student understanding of the community and consequently to their attitude toward teaching were:

a) home visits.

b) participation in a wide variety of communial activities.

c) reading available information about the community.

d) the new record form used by the last group of students.

The sources of evidence which proved most helpful in contributing to the case history of each student were:

a) the anecdotal records prepared by the cooperating teachers.

b) the new record forms used by the cooperating teachers and the student teachers.

c) diary records and recordings taken during class discussions.

d) individual conferences with students.

e) reports of the community studies prepared by the students.

It seemed, however, that the time has been too short for much change in behavior to become evident on the part of the students during the 7 week period of student teaching.

Follow-up Study of 1946, '47 and '48 Graduates on Their Jobs as Homemaking Teachers: In view of evidence from the student teachers about their activities in school and community, collected during 1947-1948, it was decided to make further enquiries of these same students who were teaching in New York State during 1948-49.

It was felt that it would be useful to gain additional evidence from these teachers about the value of their community study while still in college, and of their subsequent understanding of and satisfaction in their own school communities when they got out "on the job". This evidence might be valuable:

a) as a means of observing the results of a particular method in teacher education

b) as a means of comparing these students with other Cornell students who had not had this type of preparation

c) as a means of comparing them with the sample of New York State teachers who participated during 1947 in the American Vocational Association study on "Factors Affecting the Satisfaction and Supply of Home Economics Teachers"

Accordingly, during the late part of 1948, letters were sent to all the homemaking teachers graduating from Cornell in 1946, 1947 and 1948 inviting them to participate in this part of the study. The teachers graduating in 1948, were the ones who had special preparation in community study and from whom some evidence had already been obtained. Those who graduated in 1947 had provided some evidence for the study during the latter part of their education courses. However, those who graduated in 1946 had not been asked to provide any special evidence of community understanding during their undergraduate courses.

These letters were designed to interest the teachers and to direct their thinking along certain lines in preparation for a later interview and for answering a question schedule.

The question schedule, also prepared at that time was concerned with the following main points:

1. Does the teacher appear to believe in the value of studying the problems and resources of the community as a preliminary to making teaching plans?

2. Does she feel confident that she "belongs" to the community and finds satisfaction in living there?

3. Is she sensitive to the needs and resources of her community as far as can be evaluated by her enumeration of the needs and resources that she has observed?

4. Does she consider implications for teaching homemaking based on her observation of community affairs?

5. Does she participate in organized groups in her community other than those required by her school responsibilities?

6. How in her opinion could her pre-service education have been improved?

The questions on community satisfaction from the American Vocational Association schedule were also included for comparison with the main AVA sample.

By the end of May, 1949, twenty-five former students had returned questionnaires and of these fourteen had also been visited in the communities where they were teaching. Sixteen questionnaires from a potential of eighteen were returned by members of the class of 1948 and nine of them were visited. Five returns were received from the 1947 class and two were visited. Out of four teachers graduating in 1946, who returned questionnaires, three were visited. The "teaching life time" of these students seemed to be very short, since only thirteen of the twenty-eight 1946 and 1947 graduates were teaching in New York State during 1948-49.

Arrangements were made well in advance of the visit to the communities to interview the teachers, the school principal.

Miss Patterson, the Home Economics Education faculty member and Miss Kathleen Rhodes, the Graduate Student assisting with this study, were both present for all interviews with teachers, school administrators and other persons available in the community. An interview schedule was closely followed and detailed notes were kept for each contact.

The questionnaires were tabulated and comparisons made between responses from the class of 1948 and those from 1946 and 1947 and also from the 90 New York teachers who provided data for the AVA study in 1947.

A summary of data from interviews, visits to teachers and questionnaire returns of 1946, '47 and '48 graduates indicated that:

In all cases the teachers appeared to welcome the interviewers and to have spent time in collecting and arranging the information that had been requested previously in a letter.

The teachers who were not visited gave substantially the same information on their questionnaires, but it was not possible to examine it in the light of the community situation and the school principal's report of the teacher's progress.

1. Most 1948 graduates, (83%) who were teaching homemaking felt that they "belong" in their community. They gave a variety of reasons but the main ones for "feeling at home" were said to be:

    1. Belonging to some local organization
    2. Home visits
    3. Getting to know people in stores and public utilities

They also mentioned frequently the values derived from their undergraduate preparation in: a) knowing how to enter into community affairs, without feeling shy or being too obtrusive; b) taking a real interest in at least one community activity outside the school; c) finding it easy to make home visits during their first summer experience in the community, and to use what they had learned in planning their lessons.

In comparison only about half (55%) of the 1946 and '47 graduates reporting had a feeling of belonging to their community.

Reasons for not feeling "at home" in their community were stated as:

1. Not living in same community
2. Teachers stick together and do not mix with the rest of community
3. Lack of friendly relations between school and community

2. In answer to the questions on - Community resources and the extent to which they are used in teaching, the 1948 graduates were very much more specific in citing a variety of resources they have found and in stating how they used them. They mentioned additional items, including radio and newspaper which the 1946 and 1947 graduates do not mention at all. They also cited more sources of reference material and illustrative material gained locally than did the graduates of 1946 and 1947.

3. When asked about community problems and the extent to which teaching is planned to help alleviate them, the 1948 graduates were quite specific in their statements of problems and appeared to have concrete knowledge of them. These problems appear to be given more consideration in actual lesson plans, than was mentioned by earlier graduates.

4. To the question, "Do the parents and pupils help with any of the plans for the homemaking program", 66 per cent of the 1948 graduates mentioned parents and pupils while only 33 per cent of the 1946 and 1947 graduates mentioned parents as well as pupils.

5. In comparing sixteen replies from the 1948 graduates with the general sample of ninety New York State teachers who completed Form F. of "Factors Affecting the Supply and Satisfactions of Home Economics Teachers," AVA Study, 1947, and the nine teachers who graduated in 1946 and 1947, very little difference was found among the three groups in their reactions to the size and the social life of the community; or the feeling that teachers are accepted as belonging to the community. These groups did differ in their responses to the statements -- "Most people in this community cooperate with the home economics teachers" since only 58% of the AVA respondents reported satisfactory cooperation in comparison with 90% of both groups of Cornell graduates. The other item on which there was some disagreement was "People in this community are critical of many things teachers do". Two thirds of the 1948 graduates replied No, while 45% of the AVA sample and 50% of the 1946-47 graduates replied No to this statement.

6. To the question, "Which experiences in student teaching were especially helpful in preparing one to be a member of a community?"

The answers from 1948 graduates were fuller and more specific. Particular mention was made of home visits and getting to know how to use community resources.

7. Problems that 1948 graduates said they were not prepared to meet were: not related to the community but were related to class room teaching including supervising study halls, boys classes and disciplining 7th and 8th graders.

The 1946 and 1947 graduates said much the same but added: good use of community resources, home visits and how to teach adults.

Results - It would appear that: the guided community experience arranged for the graduates of 1948 has been successful in so far as it -

a) helped them to feel they belong in the community.

b) helped them to know how to learn about and use community resources, and to consider community problems in their teaching.

c) encouraged them to plan lessons with parents as well as pupils.

d) encouraged these graduates to take a more optimistic view of their s tisfaction with community conditions than do graduates of 1946 and 1947 or the AVA Sample of New York State teachers.

e) helped these graduates to make home visits both pleasant and purposeful and to know how to use community resources.

The guided community experience arranged for the graduates of 1948 has been more effective than the less carefully arranged community experiences provided for previous graduates.

It is noteworthy that the 1946 and 1947 graduates mentioned the following items as particular lacks in their student teaching experience:

a) an opportunity to teach adults.

b) too few opportunities to make home visits.
c) being able to locate and use community resources.

d) their feeling of "being lost" during their first summer experience because they did not know how to make contacts easily in the community.

Implications arising from this study: Guided community experiecnes for the students seem to be important, and need to be continued in order that student teachers may be able to understand the problems and resources of a community; to adapt their teaching to the local situation and to feel at home in the community where she teaches. It is essential also that the plan for the student teachers show a careful integration of school and community experience, so that the young teacher is able to learn the relation between school and community and learn to work with adults as well as with children. Home visits, attend or belong to some local organizations and become acquainted with local records and resources are experiences to be included in preparation to teach in a community-centered homemaking program.

Need for Additional Research

Because of the exploratory nature of this pilot study and because of the lack of procedures and instruments that had previously been tested both the program and the evaluation were experimented. However, the results obtained, although inconclusive, encouraged the teacher education faculty to study in depth a community approach to student teaching.

FINDINGS FROM THE TESTING OF RESEARCH TOOLS FOR THE PROJECT

It had become evident during the initial study that new approaches to the problem were needed and also that additional research tools must be found or constructed that were sufficiently sensitive to yield the required data for continuation of this study.

After Project #15 was approved and supported by State Research funds beginning with the academic year 1953-54, efforts were renewed to obtain and test a variety of evaluative instruments.

Since one purpose of the Project was - to determine the effectiveness of a student teaching program designed to produce homemaking teachers who could quickly become acquainted with a community; adapt teaching to it; locate and use local resources to make teaching meaningful, attempts were made to test student attitudes and beliefs concerning this approach to teaching.

Evaluative instruments were also used to determine interests, motivation and knowledge in relation to families and communities. In addition, scales were developed and used with students to rate the value of community experiences in which the student teachers participated. The results of these efforts are reported here under their appropriate headings.

Tests to Determine Beliefs:

Assuming that every prospective teacher holds certain beliefs in relation to teaching home economics and that these beliefs influence the way in which she teaches, Jean Westfall(1) constructed and tested two instruments for ascertaining the beliefs held by student teachers toward community centered teaching.

One of these tests entitled "I Believe" was an effort to determine beliefs in regard to:

(1) using community resources to enrich teaching;
(2) planning the homemaking program cooperatively with pupils, parents and other community members;
(3) feeling of belonging in the community where teaching;
(4) understanding the cultural patterns of the people in the community.

Students responded to twenty-three items on "I Believe" by encircling the symbol A for agree or D for disagree on each statement. As an example of beliefs related to use of community resources, the first statement was: "A. D. 1. As a homemaking teacher, I would lose prestige if I asked a homemaker to come to an 11th grade class and demonstrate how to make slip covers."

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(1) The details of procedures used, test items and results are reported in her M.S. Thesis. See Appendix A for resume.

The other instrument was an attempt to find out the extent to which the students would choose an operational procedure in accord with their statement of belief. This device entitled, "My Ideas about Teaching Homemaking" consisted of four situations that a teacher might face in a small community with three possible ways to meet each situation. Students were asked to choose the most and the least appropriate procedure and state the reason for their choices.

The statements of belief and choices of teaching procedures for a specific situation were so designed that two completely opposite patterns of response were possible. One set of answers indicated acceptance of community-centered teaching while the other rejected this idea.

These two instruments were tested for consistency of responses with forty-three students in home economics education at Cornell University and thirty-seven at the New Jersey College for Women (now Douglass College at Rutgers University).

Out of the total eighty cases not one student completely accepted nor rejected all of the four beliefs. The responses ranged from 26% acceptance on belief number three, "feeling of belonging to community" to 74% acceptance on belief number two, "planning program cooperatively".

When comparisons for consistency were made between responses on the beliefs and procedures to meet situations involving these beliefs, the highest percent of agreement was 44% for belief number two and the lowest was 15% for belief number three. The students were even less consistent in reasons given for their choice of procedure. Very few gave an acceptable reason for their choice of teaching procedure.

Westfall concluded that these students were either confused as to what they really believed about these four aspects of community centered teaching or they responded in the manner in which they thought they were expected to believe.

She also pointed out that these instruments might not be sufficiently sensitive to accurately determine the beliefs of these students. However, the results seemed to warrant further refinement and testing as a means of determining beliefs related to this aspect of teaching.

Beliefs Concerning Educational Practice

A different instrument was devised to test beliefs and was used in a follow-up study of 206 former graduates who had participated in this project. The revised test of beliefs included twelve statements, six of which were related to community centered teaching, each provided for four degrees of agreement from strongly agree to strongly disagree. Values of 1-4 were assigned to responses with 1 representing greatest degree of agreement. A copy of the six statements of belief are included in Appendix B, page 61. The procedures used and results are reported in the section of this report entitled, "Follow-up of 206 Graduates", see pages 20 to 23.

When comparisons were made on scores for sub-groups of graduates based on years of graduation and on high and low quartiles, a significant difference was found between the mean scores of 7.1 and 15.2 for graduates who responded most and least favorably to the statements related to community centered teaching.

Gwendolyn Newkirk(1) used the same items in her study. She obtained a total of 124 ratings from Home Economics Teacher Educators, student teachers and recent graduates of six teacher education institutions in New York State. Newkirk reported that mean scores on ratings on beliefs ranged from 8.67 for teacher educators to 12.89 for student teachers at the same institution. The differences in mean ratings were not significant for the groups compared.

Rating Scale on the Value of Community Experiences

In order to determine the relative contributions that participation in certain community experiences made to the objectives of the student teaching program, a rating scale was constructed, pre-tested and used in the follow-up study of the 206 graduates from the Cornell Student Teaching Program.

This instrument was designed to provide for reporting participation in twelve selected community activities and a rating of the value of each in achieving five purposes of the program. Students rated each experience from 1-3 "very valuable", "somewhat valuable" and "of no particular value" for each of the purposes. A copy of this instrument is included in Appendix B, pages 62and 63. Significant differences were found among the ratings of the groups studied.

Gwendolyn Newkirk(1) utilized this identical rating scale in her study. Her findings were calculated from the responses of teacher educators, student teachers and graduates of four teacher education institutions represented in her study.

Teacher educators were instructed to check those experiences in which their student teachers usually participate while student teaching, whereas student teachers and graduates were asked to indicate the experiences in which they actually participated. The obtained means of the average number of experiences for teacher educators, student teachers and graduates were 8.63, 7.01 and 6.95 respectively. The Cornell sample of graduates reported a mean of 7.2 experiences with the range for sub-groups being 6.9 to 7.4.

The obtained means of the four institutions were 8.83, 7.35, 7.12 and 5.38 for Institutions B, C, D and A respectively, showing a significant difference among the four institutions in evaluation of community experiences provided for their students.

The results of the analysis of 137 returns showed nine of the twelve experiences were checked by at least half of the teacher educators; nine of the experiences by at least half of the student teachers; and seven of the experiences for a corresponding number of graduates. When each of the experiences checked by fifty per cent or more of the respondents had been determined, only seven fell into this category. The same seven experiences were checked by 50% or more of the Cornell sample and in addition, more than half of this group had experience 11, "work with adult groups".

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(1) See Newkirk's Ed.D. Dissertation for details of her Procedures and Findings.
See Appendix A for Resume.

The total mean ratings of experiences and purposes were found to be similar among the three groups, but significant differences were found among the mean ratings for each of the five purposes. The least valuable ratings were given by teacher educators to the experiences for achieving purpose 1, "Know the home life of pupils and their families"; by student teachers and graduates to the experiences for achieving purpose 3, "Discover and/or use resources to make teaching realistic". Teacher educators rated the experiences most valuable in achieving purpose 3. Student teachers judged the experiences most valuable in achieving purpose 4, "Understand and use varied teaching procedures to facilitate learning". The only mean rating of the purposes which was the same for the three groups was purpose 5, "Understand needs and interests of various age groups." These ratings were different from those given by the respondents from the Cornell group.

The Cornell respondents considered purpose 3, "Discover and/or use resources to make teaching realistic", and purpose 1, "Know the home life of pupils and their families", as being best met by the community centered experiences. Purpose 4, "Understand and use varied teaching procedures to facilitate learning", was not among the purposes most met according to the Cornell group.

When the mean ratings were computed for those experiences checked in the Newkirk study, findings indicated that experience 2, "home visits", was rated most valuable in achieving the five purposes of teacher education, and experience 6, "attending and observing community activities", was considered least valuable. These findings agreed exactly with those in the Cornell study in which home visits and participation in community activities were best and least valuable of the twelve community centered activities listed.

The conclusion was drawn from results of testing this instrument, that it is the best one developed to date for evaluating this project.

Tests of Knowledge

Another aspect of this project was concerned with the amount and kind of information that prospective home economics teachers have about the family in our society, assuming that those who have basic information about families will be able to adjust their teaching to local family situations. Dr. Ruth Lehman at the Ohio State University had constructed and validated a six part test entitled, "The Family in America". The purpose of this test was to determine the amount and kind of specific information students have about the families which comprise our society. Miss Lehman gave permission and encouraged teacher-educators to use it with their students.

This test was administered during March and April, 1955 to 36 students in Home Economics Education and 30 other selected women students at Cornell

University. Twelve Home Economics Students who were in early childhood education, or were preparing to meet requirements of the American Dietetics Association composed one group and 18 non-home economics students in the colleges of Arts and Science and Agriculture who were preparing to teach subjects other than home economics made up another group.

Etsuko Hatakeyama(1) a graduate assistant, analyzed the data and reported her findings in a master's thesis.

The results indicated that these students were not well informed about families in America as determined by the Lehman Test. The scores ranged from 44 to 100 out of a possible score of 150 points. The lowest mean scores on the total test was 67.42 for the non-home economics group and the highest 72.56 for the Home Economics Education students. No significant differences were found among the groups on total or part scores of the test.

Implications and recommendations resulting from use of the Lehman test include:

> The need to determine the effect that student knowledge about families have on their teaching of home economics through a follow-up study of student teachers with high and low scores on this test to determine differences in ability to relate their teaching to local family situations.
>
> Ascertain courses that contribute to knowledge of families in this society as a basis for curriculum changes for students preparing to teach home economics.

Mary Margaret Carmichael(2) constructed and tested ten instruments in her study of the interrelatedness of knowledge, motivation and behavior of student teachers in adapting homemaking teaching to the local community. She developed criteria to test the validity of each instrument including five that provided evidence of knowledge of the community. These tests were used with 32 student teachers during the period of student teaching in the 1959-60 academic year. Additional data were collected from pupils.

The specific test of knowledge of community agencies met the criteria and proved to be the most useful one in the intercorrelations of data. A positive relationship was established among the concepts of knowledge, motivation and behavior.

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(1) See Hatakeyama's thesis for copy of test, details of procedures and results. See Appendix A for resume.

(2) See Carmichael's Ph.D. dissertation for examples of tests, procedures used and results. See Appendix A for resume.

Tests of Attitude and Interest

The search was continued for evidence of the value of the student teaching program as it was being carried on and for research tools that would yield the data needed for this project. Because of the difficulty in developing valid and reliable tests the decision was made to try out several instruments that had become available and had been tested in other institutions. Attitude scales and an interest inventory were used in an attempt to study perception of self on the part of the student teachers as well as the relationship between their professed interests and attitudes and certain aspects of community centered teaching.

Agnes Sinniger(1) used the Minnesota Teacher Attitude Inventory as one instrument in her study of factors which influence student teachers to use community knowledge in teaching and local community resources for the enrichment of class room teaching. No relationship was found between scores on M.T.A.I. and the variables used in this study. Conclusion: this instrument was not appropriate for the purpose.

Joan Gritzmacher(2) made an intensive study of twenty student teachers selected from a larger number at the New York State College of Home Economics in an attempt to locate personality characteristics that would differentiate between students with high and low proficiency in student teaching. The aspects explored were interest in teaching as measured by the Johnson Home Economics Interest Inventory, interest in home economics occupations involving interaction with other people; stated time of decision to teach home economics as obtained from student's official records, personality organization and function in the teacher role as measured by the Runner Studies of Attitude Patterns - eleventh revision.

Academic credits earned and grade point averages were also studied. The results were - none of the scores on the Johnson Interest items successfully differentiated between the groups of students studied - conclusion - this Inventory is not adapted to the study of the variables chosen for this part of the project.

Analysis of data from the Runner Studies of Attitude Patterns indicated that raw scores on 22 Runner Variables did not differentiate between student teachers of high and low proficiency, however, significant differences were found on the Runner Profile Pattern indicating frustration and teacher function as director.

Tests to Determine Motivation and Behavior

Sinniger(1) used high and low scores on the student teaching rating scale to determine most able and least able students. She then compared the number and type of local resources used in the class room with the ability ratings. She determined the following relationships; the higher the student teacher's ability rating, the more local resources used in teaching and the greater the enthusiasm for using them. Student Teachers who reported that they used local resources because they were "required" to do so used fewer than other student teachers.

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(1) See Sinniger's thesis for instruments, procedures and findings. See also resume in Appendix A.

(2) See Gritzmacher's Masters Thesis for details. See also resume in Appendix A.

Mary Margaret Carmichael(1) designed and tested several instruments to study motivation of student teachers to adapt homemaking to the local community. She applied pre-established criteria to test the validity of each instrument. Her interview schedule of 19 items, used before and after student teaching, provided responses for the development of two Guttman type scales. A five-item scale used before student teaching and a six-item scale used after student teaching, met her criteria.

There was no change in scores for half of the student teachers, however, changes for the other half ranged from one to four points. Comparison of greatest gains in relation to student teaching centers indicated differences which may have been more closely related to the use of local resources than to the "desire to adapt teaching to the community".

Summary

The search for evaluative devices suited to this project has been a long and arduous one. The commercial test that were available and seemed to hold promise included: Runner Studies of Attitude Patterns, 11th Rev., Johnson Home Economics Interest Inventory, both analyzed by Gritzmacher, "The Family in America" test by Ruth Lehman, reported by Hatakeyama, Minnesota Teacher Attitude Inventory, used by Sinniger.

Although none of these instruments had been constructed specifically to collect evidence for this project, each provided useful, but not always very significant, data.

The instruments that were constructed for the project varied in their preciseness and suitability. The Interview Schedules developed by Sinniger and Carmichael met the pre-determined criteria and yielded the desired data.

The test of belief used for the follow-up study of Cornell graduates and for the Newkirk study seemed to be a definite improvement over the early one entitled "I Believe".

The test entitled "My ideas about teaching" was not revised but could be used as the starting point for a test of beliefs through the choice of procedures to use in given situations.

The rating scales that were developed to determine the value of certain community experiences yielded differences among the groups studied and holds promise for future use. However, the structure of this scale was very complex in that it required ratings for 12 experiences on each of five educational purposes. The format might be simplified for ease of use.

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(1) See Appendix A and B of Carmichael's dissertation for instruments, analyses and findings.
See also resume in Appendix A of this report.

REPORT OF QUESTIONNAIRE RETURNS FROM 206 FORMER STUDENTS IN THE NEW YORK STATE COLLEGE OF HOME ECONOMICS

I Design of this Follow-up Study

The last of the data collected for Project #15 came from the students who had participated in the Home Economics Education program at Cornell University during the years from 1948 to 1960. The findings from these data have not been reported elsewhere.

A follow-up study seemed an appropriate procedure for again testing beliefs about a community approach to student teaching and a re-evaluation of the contribution that community experiences made to the preparation for teaching homemaking.

During January, 1961 a fifteen page questionnaire was sent to 252 former students who had agreed to cooperate in this phase of the project. Two hundred and six (82%) of the 252 former students responded with usable returns.

The length of the questionnaire was due to the fact that changes were contemplated in the Home Economics Education courses and therefore the teacher education faculty attempted to obtain information from former students on many aspects of the program. The analysis of data and findings from only those parts of the questionnaire that pertained directly to the purposes of the project are included in this report. (See Appendix B for questionnaire items used for the Project.)

Scores from a revised scale of beliefs, the amount of participation in community experiences and the ratings on the value of these experiences were used as the most important variables for this part of the study.

The coding of the questionnaires provided for handling data for individuals and for groups according to year of graduation. The following four groups were formed and compared:

Group I included 56 graduates from the classes of 1948 through 1951;

Group II was composed of 58 graduates from 1952 through 1955;

Group III was comprised of 51 respondents who were graduated in 1956, 1957 or 1958;

Group IV was made up of 41 women from the classes of 1959 and 1960.

This division or grouping was made at these periods of time because of changes in curriculum, teaching centers and personnel. Comparisons were made among these four groups on scores obtained from items related to the degree of acceptance of community centered teaching.

In addition to comparison of sub-groups based on the date of graduation, these former student teachers were also grouped according to quartiles formed from rank order of their scores on beliefs.

Additional analyses of data included comparisons of the number and type of community centered experiences during student teaching; ratings of these experiences for the achievement of five educational purposes; opinions related to other aspects of preparation to teach homemaking and community centered experiences while on the job as a teacher. The statistical procedure used is indicated at each relevant place in this report.

II. Analysis of Scores on Statements of Belief Concerning Community Centered Teaching

Statements of theories, beliefs and assumptions concerning educational practices related to community centered teaching were included in the questionnaire. The respondents were requested to check the extent of their agreement or disagreement on four possible degrees namely: strongly agree, somewhat agree, somewhat disagree and strongly disagree. A score of 1 to 4 points was given to each response with strongly agree receiving 1 point and strongly disagree 4 points. The responses were scored and used as one of the bases for comparison of the sub-group.

The statements used (numbered 2, 5, 7, 9, 10 and 12 in the questionnaire) are as follows:

2) Facts and principles become most meaningful when taught in relation to local community conditions.

5) Pupil learning becomes most effective when teaching is focused on knowledge and understanding of the local community.

7) Formalized instruction which includes first-hand experiences in community study should be a part of all teacher preparation.

9) Schools can have effective educational programs without adapting teaching to the local community.

10) Centering learning experiences around the local community is one of the best methods to involve pupils in the subject being taught.

12) The community approach to teaching is an over-rated aspect in programs preparing students to teach.

(See appendix B for questionnaire items and format used.)

When the statements were scored, ratings for numbers 9 and 12 were reversed in order to make their negative wording indicate positive belief. The minimum score for the six statements was 6, one point for each, and the maximum score, allowing 4 points each, was 24. The lower scores indicated agreement, and the higher scores disagreement.

Comparison of Sub-Groups: Mean scores were computed for each of the four sub-groups of students on the six statements of belief. Of the four sub-groups of graduates, Group I with a mean score of 10.8, and Group II with 10.3 were more in agreement with the statements than Group III (11.2) and Group IV (12.0). (See Table 1) According to these scores, the later graduates were not as strong in their agreement with the beliefs about community centered teaching as were the earlier graduates. No significant differences were found by chi square analysis among the total ratings given by the sub-groups.

Table 1 Mean Scores on Six Statements of Belief for Four Sub-groups and High and Low Quartiles of Former Students. (Possible Range of Scores 6-24)

Group	N*	Means
I	53	10.8
II	56	10.3
III	48	11.2
IV	39	12.0
Low Quartile	48	7.1**
High Quartile	49	15.2**

* Only those who had complete responses were included.

** > .01

Comparisons of High and Low Quartiles: On the basis of their agreement or disagreement with the statements of belief in the questionnaire, the total 206 respondents were ranked according to their scores. The responses from the 49 highest scoring students and the 48 lowest scoring students were isolated and examined in detail. Scores for the low group ranged from 6 to 8 and for the high group 14 to 18.

Since these two groups correspond roughly to one fourth each of the total sample of 206 respondents, in the remainder of this report, the group of 49 that disagreed most often with statements of belief about community centered teaching will be referred to as the high, negative, or less favorable quartile. The group of 48 that indicated greater agreement with the statements will be called low, positive, or favorable quartile.

The mean ratings for these two groups on the six statements about community centered teaching were 7.1 for the low scoring quartile, and 15.2 for the high scoring group, indicating the extreme high and low scorers within the total sample. (See Table 1) This difference was statistically significant at the .01 level when analyzed by the chi square formula.

The low quartile, which is composed of respondents who most agreed with the concept of community centered teaching, was found to contain a larger percentage from sub-groups I (27%) and II (35%), than from sub-groups III (21%), and IV (17%). In contrast, the high quartile of respondents, those less favorable toward this idea, composed 18% of sub-group I, 18% of II, 28% of III, and 35% of IV. (See Table 2 for details.) These figures indicated that the most recent graduates were least favorable to community centered teaching, while those who had been out of college longer were more inclined to believe in the idea.

Table 2 Composition of Low (Favorable) and High (Unfavorable) Quartiles Based on Year of Graduation and on Sub-Groups I, II, III and IV

Sub-Group	Year of Graduation	N	Quartiles Low (n=48) N	%	High (n=49) N	%
I						
	1948	17	6	13	1	2
	1949	14	2	4	3	6
	1950	12	3	6	2	4
	1951	13	2	4	3	6
		56	13	27%	9	18%
II						
	1952	14	2	4	3	6
	1953	12	4	8	2	4
	1954	16	4	8	3	6
	1955	16	7	15	1	2
		58	17	35%	9	18%
III						
	1956	19	5	10.5	3	6
	1957	16	5	10.5	6	12
	1958	16	0	0	5	10
		51	10	21%	14	28%
IV						
	1959	15	3	6	5	10
	1960	26	5	11	12	25
		41	8	17%	17	35%
Totals		206	48	100%	49	100%

Rating by Quartiles on Each Statement of Belief:

Among the six statements there was some difference in the ratings given by the negative and positive quartiles. (See Table 3) The greatest amount of agreement between the two groups was that "facts and principles become most meaningful when taught in relation to local community conditions" (Statement #2), and this statement also received the greatest sanction by both quartiles. Scores based on one point for strong agreement, both high and low quartiles agreed to the greatest extent with statement #12, that "the community approach to teaching is an over-rated aspect in programs preparing students to teach", but the high quartile agreed to a much greater extent (1.39 and 3.40 See Table 3).

Table 3 Rating of Each Statement of Belief by Low (Positive) and High (Negative) Quartiles. N=48 Low N=49 High
(Range = 1-4. Low scores indicate favorable attitude)

Quartiles	Statements*					
	2	5	7	9	10	12
Low or Positive (believe in community centered teaching)	1.06**	1.10**	1.18**	1.22*	1.12**	1.39**
High or Negative (less favorable to community centered teaching	1.93**	2.46**	2.42**	2.81**	2.08**	3.40**

* See Page 20 of this report for statements of belief.
** > .01

When the differences in mean scores were tested by chi square, each statement of belief as rated by high and low quartiles was significant at the .01 level of significance.

In summary, the findings concerning agreement and disagreement with statements of beliefs about community centered teaching suggest that earlier graduates in home economics education had more favorable attitudes than more recent graduates (Table 2).

III Community Centered Experiences During Preparation for Teaching

During the program of study in home economics education, each respondent participated in certain experiences in the community in which she did her student teaching. In the questionnaire, twelve such experiences were listed and the graduates were requested to check whether or not they participated in each as a student teacher. These experiences were:

1) Lived in the community,
2) Visited in the homes of pupils,
3) Located various community resources (displays, resource persons, etc.),
4) Planned and conducted field trips,
5) Toured community by means of public and/or private transportation,
6) Attended and observed community activities (meetings of School Board, Community Advisory Committees, etc.),
7) Visited community agencies (local library, business establishments, Chamber of Commerce),
8) Interviewed leading community citizens,
9) Examined local records (health, employment, housing and population, family patterns, etc.)
10) Made a survey of some aspect of local community,
11) Worked with adult groups in community (adult classes, PTA, senior citizens, etc.),
12) Worked with youth groups out-of-school (teen clubs, YWCA, YMCA, Girl Scouts, nursery school, etc.).

Number of Experiences:

All but one of the 206 respondents lived in the community while carrying on student teaching, and 93% visited in the homes of pupils. Two other common experiences were tours of the community (88%), and visits to community agencies (88%). The experiences least common to the group as a whole were: work with youth groups (17%), and examine local records (19%). The frequency of participation in each experience is given in Table 4 for the entire sample, for each sub-group based on years of graduation and for high and low quartiles.

Table 4 Number and Per Cent of Graduates Checking Participation in Twelve Community Experiences During Student Teaching

(Presented According to Low and High Quartiles, Sub Groups and Totals)

	Quartiles				Sub-Groups								Total	
	Low (N=48)		High (N=49)		I (N=56)		II (N=58)		III (N=51)		IV (N=41)		(N=206)	
*	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.	48	100	49	100	56	100	57	98	51	100	41	100	205	99.9
2.	44	92	47	96	48	86	56	97	47	92	40	98	191	93
3.	40	83	42	86	45	80	49	84	40	78	35	85	169	82
4.	33	69	30	61	28	50	41	71	30	59	25	61	124	60
5.	45	94	41	84	50	89	51	88	45	88	36	88	182	88
6.	30	63	39	80	28	50	42	72	32	63	37	90	139	67
7.	41	85	42	86	49	88	52	90	45	88	35	85	181	88
8.	17	35	16	33	18	32	18	31	17	33	14	34	67	33
9.	8	17	7	14	12	21	10	17	9	18	8	20	39	19
10.	16	33	14	29	16	29	23	40	24	47	--	--	63	31
11.	16	33	25	51	33	59	32	55	30	59	12	29	107	52
12.	12	25	8	16	5	9	11	19	11	22	7	17	34	17

* Numbers refer to experiences. See description of each on previous page.

The sub-groups, when divided according to years of graduation, were similar in amount of involvement in the various experiences, with the exception of the 1959 and 1960 graduates who did not report making a survey of the community (experience 10, see Table 4). Two other trends were apparent from the earlier to the later groups of graduates. As reported by the later graduates, there seemed to be an increasing amount of participation in community activities, (experience 6), but less work with formal adult groups in the community (experience 11). Fifty percent or more of the graduates in each group checked experiences 1 through 7. Fifty percent or more of the graduates of 1948-1958 checked experience 11, working with adults, in addition to the first seven.

When a comparison was made between the two quartiles scoring high and low according to their beliefs about community centered teaching, a difference in participation was found in two experiences. Number 6, Attended and observed community activities, and 11, Worked with adult groups in the community, were more frequently checked by the group with less favorable opinions. For the remainder of the experiences, the difference in participation was less marked. (See Table 4.)

Of the Twelve experiences listed, the mean number checked by all of the 206 respondents as having participated was 7.2 (see Table 5). The sub-groups were slightly different with means of 6.9, 7.4, 7.4 and 7.0 for I through IV respectively, but these differences were not statistically significant. The graduates in both high and low quartiles averaged 7.3, each showing no differences in number of experiences between those with favorable and unfavorable attitudes toward community centered teaching. However, both of these groups averaged only slightly higher in number of experiences in which they had participated than did the group as a whole (7.3 to 7.2).

Table 5 Mean Number of Community Experiences in Which Students Participated. (Reported by Sub-Groups, High and Low Quartiles and Total Group)

	N	Mean Number of Experiences
Sub-Groups		
I (1948-1951)	56	6.9
II (1952-1955)	58	7.4
III (1956-1958)	51	7.4
IV (1959-1960)	41	7.0
Quartiles		
Low	48	7.3
High	49	7.3
Total Sample	206	7.2

Rating of Experiences for the Achievement of Five Educational Purposes

The respondents were asked to rate each community experience in which they had participated in order to denote its value in achieving each of five purposes of the teacher education program. The purposes as listed in the questionnaire are:

1) Know the home life of pupils and their families
2) Understand community structure and local conditions which affect families
3) Discover and/or use resources to make teaching realistic
4) Understand and use varied teaching procedures to facilitate learning
5) Understand needs and interests of various age groups.

Each experience was rated on a three point scale according to its value in fulfilling these purposes, one point indicated "very valuable", two points "somewhat valuable", and three points "of no particular value". See appendix B for items and format used in rating each experience. Not all participants rated the experiences; the number and percentage of those who did are given in Table 6.

Table 6 Number and Percent of Respondents Who Rated Twelve Community Experiences as to Their Value in Achieving Five Purposes of Teacher Education.

(Reported by Low and High Quartiles, Four Sub-Groups and Total Group)

	Quartiles				Sub-Groups								Total	
	Low (N=48)		High (N=49)		I (N=24)		II (N=41)		III (N=39)		IV (N=34)		(N=138)	
*	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.	48	100	49	100	24	100	40	98	39	100	34	100	137	99
2.	45	94	47	96	22	92	40	98	36	92	33	97	131	95
3.	40	83	41	84	21	88	35	85	33	85	29	85	118	86
4.	33	69	31	63	14	58	29	71	26	67	20	59	89	64
5.	45	94	42	86	22	92	38	93	36	92	31	91	127	92
6.	30	63	38	78	10	42	32	78	29	74	30	88	101	73
7.	41	85	43	88	22	92	37	90	36	92	30	88	125	91
8.	17	35	7	14	9	38	14	34	16	41	12	35	51	37
9.	8	17	14	29	5	21	8	20	7	18	7	21	27	20
10.	16	33	26	53	13	54	17	41	19	49	--	--	49	36
11.	16	33	9	18	15	63	26	63	22	56	10	29	73	53
12.	12	25	16	33	3	13	10	24	9	23	4	12	26	19

* Numbers refer to experiences. See Page 23 for statement of each.

Total Mean Ratings: When all ratings for all experiences were averaged, differences were found in the total mean ratings for the four sub-groups of graduates. Tests to determine the differences in group means showed that those of sub-groups I and II were significantly different from III and IV, again indicating a more favorable attitude by the earlier graduates. All other comparisons of sub-group means did not indicate significant differences.

Ratings for low and high quartiles of most favorable and least favorable responses toward the concept of community centered teaching also showed a significant difference, indicating that the low quartile respondents felt that the community centered experiences were much more valuable in achieving these purposes of teacher education than did the less positive group.

Mean Ratings for Specific Experiences: Each experience was examined to see how well it met all five purposes of teacher education. Allowing from one to three points for each of the five purposes, each experience had a possibility of scoring from 5 to 15, with lower scores indicating greater value. Arbitrary intervals were formed and interpreted as follows:

5 - 8.5 = very valuable
8.6-11.5 = somewhat valuable
11.6 - 15 = of no particular value

According to this interpretation, all, except one, of the experiences listed were thought to be either "very valuable" or "somewhat valuable" by all the sub-groups. The exception was experience six, participation in community activities, which was considered by sub-groups III and IV to be "of no particular value" (Table 7).

Table 7 Mean Ratings for Each of Twelve Experiences for Achieving Five Educational Purposes.

(Reported by Four Sub-Groups, Total and Low and High Quartiles)

EXPERIENCES	SUB-GROUPS I (N=24)	II (N=41)	III (N=39)	IV (N=34)	Total (N=138)	Quartiles* Low (N=48)	High (N=49)
1. Live in community	8.3	8.1	9.2	9.7	8.8	7.6**	9.8**
2. Home visits	8.8	8.1	8.9	8.8	8.7	8.0	9.5
3. Community resources	9.4	9.3	10.0	10.3	9.8	9.2	10.0
4. Field trips	8.4	9.0	10.4	9.2	9.3	8.8	9.9
5. Tours	8.9	9.4	10.4	10.3	9.8	9.4	10.6
6. Comm. Activities	11.0	10.3	11.6	12.0	11.2	10.2	11.8
7. Visited agencies	9.5	9.8	10.8	11.0	10.3	9.7	11.0
8. Interviewed citizens	10.6	9.1	10.6	10.6	10.2	8.8	10.9
9. Examine records	8.4	8.0	9.7	10.3	9.1	8.5	9.7
10. Survey community	8.5	9.8	10.5	----	9.6	8.8	10.3
11. Adult groups	9.3	8.4	10.9	10.7	9.8	9.5	10.6
12. Youth groups	10.0	9.4	11.2	9.5	10.0	9.8	10.6

** > .01

Intervals	Interpretation
5.0 - 8.5	Very Valuable
8.6 -11.5	Somewhat Valuable
11.6 -15.0	Of No Particular Value

The two earlier groups of graduates rated four experiences each as being very valuable. For sub-group I they were; lived in the community, field trips, examined local records, and made a community survey. Sub-group II thought their most valuable experiences were; lived in the community, visited in homes of students, examined local records, and worked with adult groups.

The sample as a whole considered visited homes of students, (experience 2) as the most valuable of all the twelve experiences in accomplishing the five purposes of teacher education. Experience 6, participation in community activities, was thought to be the least valuable.

The high and low quartiles invariably gave higher and lower ratings to each experience than did the sample as a whole (Table 7). Three experiences, lived in the community, visited homes of pupils, and examined local records, were considered "very valuable" by the positive quartile, but only "somewhat valuable" by the negative quartile. The positive quartile respondents thought all the other experiences were at least "somewhat valuable". The negative quartile rated no experience very valuable and considered participation in community activities as being of "no particular value". Analysis by chi square indicated a significant difference at the .01 level between responses of positive and negative quartiles for the first experience, lived in the community, but not for the other eleven experiences. (See Table 7)

Rating of Experiences for Specific Purposes: The twelve experiences listed in the questionnaire were those which involved the student teachers in community activities and permitted them to learn about the environment of the pupils including homes, institutions and agencies. According to ratings, each purpose of teacher education was achieved to some extent by each of these experiences. Findings were examined as they related to each of the stated purposes. Tables 10 to 14 in Appendix C give ratings of each experience for purposes one through five as indicated by total group, four sub-groups and high and low quartiles.

Purpose 1) Know the Home Life of Pupils and Their Families: The most useful experience for achieving this purpose, according to each sub-group and both quartiles, was visited in the homes of pupils. (See Table 10 for details) This experience received the most favorable score of all the experiences in achieving any purpose, as it was given a score of 1.1 or 1.2 by each sub-group and by the low or favorable quartile. The high or least favorable quartile rated it 1.3, the most favorable score this group gave to any experience. Next most useful for learning to know the home life of pupils and their families was examine local records; then in rank order were, lived in the community, toured the community, and made a survey of the community. The fourth group of graduates (from the years 1959 and 1960) did not participate in a community survey.

Considered least useful for accomplishing this purpose were, located community resources, planned and conducted field trips, and visited community agencies.

The respondents most favorable to the concept of community centered teaching consistently scored each experience in a more favorable direction than did the sample as a whole, and the least favorable respondents scored them as being less valuable. The one exception to this trend was for experience nine, examined local records, which was considered more valuable by the least favorable group than by the most favorable group.

Purpose 2) Understand Community Structure and Local Conditions Which Affect Families: To help achieve this objective, five experiences were rated equal in importance by the sample as a whole. These were; lived in the community, made tours, interviewed citizens, examined local records, and made a community survey (See Table 11, Appendix C). Experience 12, work with youth groups, seemed to least satisfy this purpose, although the group rating was a favorable 2.1. One discrepancy stood out among the ratings by sub-groups -- groups III and IV considered field trips (experience 4) to be less important in value than did the other two groups for achieving this purpose.

As before, the majority of the experiences were rated more positively by the low or most favorable quartile, but there were three exceptions. In locating various community resources, the most favorable quartile considered it less valuable than did the sample as a whole and than did the least favorable quartile. This was true, too, to a lesser extent with interviewing local citizens, (experience 8) and making a survey of the community, (experience 10). Table 11, Appendix C.

The least favorable group considered work with youth groups to be of less value than the other experiences in learning to understand community structure and local conditions which affect families.

Purpose 3) Discover and/or use resources to make teaching realistic. The most valuable experience for accomplishing the third purpose was, according to the rating of the entire sample, planning and conducting field trips. (See Table 12, Appendix C) Next in importance was locating various community resources, (experience 3). Not so important in this aspect, according to the total group, were visiting homes, and working with out-of-school youth groups.

The ratings of the unfavorable and favorable quartiles continued in the pattern of rating the experiences above and below, respectively, of the group mean, but with one exception concerning this purpose. The most favorable quartile rated experience 8, interviewing local citizens, slightly less valuable than did the group as a whole, or than did the high or least favorable quartile. The favorable group rated three experiences as being valuable in discovering and using resources to make teaching realistic -- living in the community, home visits, and field trips. The unfavorable group found locating community resources and field trips valuable, but work with out-of-school youth groups of no particular value.

Purpose 4) Understand and Use Varied Teaching Procedures to Facilitate Learning: Field trips, (experience 4), stood out as a valuable experience in this category as rated by the entire group (See Table 13, Appendix C). Field trips were followed by locating community resources and working with adult groups as important experiences in using varied teaching procedures to facilitate learning. The unfavorable or high quartile considered four experiences more valuable than did the entire sample. These four were, locating resources, touring the community, interviewing citizens, and working with youth groups.

Least valuable of the community experiences for learning to use various teaching procedures were thought to be, making tours of the community, and attending and observing community activities (experiences 5 and 6).

Purpose 5) "Understnad Needs and Interests of Various Age Groups": To understand the needs and interests of various age groups, the sample as a whole considered the last experience, work with out-of-school youth groups, as best accomplishing that purpose (see Table 14, Appendix C). Next in importance were home visits, and work with adult groups in the community. The experiences which were thought to contribute least were visits to community agencies, and interviews with local citizens. Both favorable and unfavorable quartiles rated "examined local records", and "work with adult groups", as being less valuable than did the entire sample.

There was a trend among the youngest participants to attach less importance to the experiences for achieving this purpose. The exception was the last experience, work with out-of-school youth, which the most recent graduates considered of greater value than did the earlier graduates.

Table 8 Summary of Mean Rating of All Experiences for Achieving Five Educational Purposes*

Groups	Purposes**					Average
	1	2	3	4	5	Mean Scores
Sub-Groups						
I	1.8	1.9	2.0	1.9	1.8	1.9
II	1.8	1.9	1.8	2.0	1.9	1.9
III	1.8	1.8	1.7	1.9	1.8	1.8
IV	2.0	1.9	1.8	1.9	1.9	1.9
Quartiles						
Low	1.8	1.5	1.6	2.1	2.0	1.8
High	2.1	1.8	2.0	2.3	2.2	2.1

* 1= Very valuable, 2= Somewhat valuable, 3= Of no particular value.

** Statement of Purposes are listed on Page 25

Summary of Achievement of Five Purposes of Teacher Education

A summary of the ratings by the sub-groups and the two quartiles for five purposes of teacher education as they are accomplished by community experiences during student teaching is given in Table 8. It is evident that those in Sub-group I believed that the two purposes best accomplished by these experiences were, know home life of pupils, and understand needs and interests of various age groups. Sub-group II agreed on the first purpose know home life of pupils, and added discover and use community resources. Both sub-groups III and IV felt that the third purpose, discover and use local resources, was best met by the community experiences, in fact they gave their highest rating to Purpose 3.

The high and low quartiles, on the other hand, responded with the second purpose, understand local conditions, as the one best met for them by these community experiences.

The purposes least met by the experiences were considered to be by Sub-Group I, use local resources (3); by both Sub-Groups II and III, use various teaching procedures (4); and by the most recent graduates, know the home life of the pupils (1). Both quartiles felt that using varied teaching procedures (4) was least achieved by the community experiences.

Since the students did not rate visiting homes as valuable as other experiences to achieve the purpose "discover and/or use resources to make teaching realistic", they apparently did not consider homes and families as a useful resource for this purpose.

The reason for the difference in ratings given by Groups I and IV to the value of working with adults as a means of "understanding the needs and interests of various age groups" is not revealed from the data. It is possible that the latest graduates had little experience with adults due to changes in student teaching centers and in the emphasis placed on certain aspects of the program during the time that they were student teachers.

The questionnaire used to collect the data for this part of the project was not designed to collect specific details regarding the activities in which the students participated. Neither did it provide for enumeration of the number of times a student teacher had had a certain experience nor is the quality of the experiences known. In fact the study of student experiences did not provide all of the data that could have been used to analyze the experiences in depth.

IV Opinions Related to Preparation for Community Centered Teaching

In several parts of the questionnaire opinions were sought concerning aspects of teacher preparation as they related to community centered teaching. The reaction of the graduates to various questions are presented in this section.

Best Time to Emphasize Aspects of Teacher Preparation: The respondents were asked to check whether the best time to emphasize five aspects of theory and practice in teacher preparation in order to make them of maximum value to students would be before, during or after student teaching or to omit entirely. (See appendix B for questionnaire items):

Community understanding was considered by the 206 graduates to be almost equally as well taught before as during student teaching. (See Table 15 appendix C). Of the eight respondents who would omit this aspect entirely, six were from the group with low opinions toward community centered teaching. (See Table 16 appendix C).

The greatest number of opinions that an aspect should be ommited was concerned with making a community study. Fifty-two of the 206 graduates, more than one-fourth, checked that it could be left out of the program entirely. Of the remainder, 71 thought it should be done before the student teaching experience, and 51 during. Responses from the favorable and unfavorable quartile groups varied on this aspect. More of the favorable group of graduates felt it should be made during the teaching experience, but in the unfavorable group it was considered best done after student teaching or not at all. Seven of the low or favorable quartile respondents, (14%) and twenty-one of the high or the negative quartile respondents, (43%) would omit the community study entirely from their teacher preparation.

Find and use resource materials in the community was a practice that was considered valuable since only five of the 206 graduates would omit it entirely. Opinion was divided as to the best time to emphasize this. One hundred thirty-two thought it should be done during student teaching, but 43 graduates thought it could be done before. Eighteen felt it should be done both before and during student teaching. (See Table 15 appendix C).

Making home visits was overwhelmingly considered to be best done during the student teaching experience. Of the ten respondents who would omit this aspect from the program, six were included in the group least favorable toward community centered teaching, but none were among those who favored this approach to teaching.

Participation in community activities is also better taught during student teaching, according to 138 of the 206 graduates. However this aspect had the second highest number of respondents who would omit it from the program (30 or 14.6%). Six of the low quartile respondents and ten of the high quartile respondents were among the thirty who would delete this aspect from the program.

Most aspects of teacher preparation were considered better emphasized during student teaching or before student teaching. More graduates in the unfavorable than the favorable group felt that these should be done after student teaching or omitted entirely, although this difference was not statistically significant when analyzed by the chi square formula for difference of means.

Adequacy of Preparation to Teach: Because differences in background and experience influence teachers' feelings regarding their adequacy of preparation to teach; the graduates were asked to recall their first year of teaching and to check whether or not they felt adequately prepared in six aspects of professional education namely prepare units in relation to the pupils' background, and local community conditions. make self teaching devices; locate and use local teaching aids; teach adult groups and participate in the extended program. Responses to these aspects were summarized by Janet Hough. See resume of M.S. Thesis in Appendix A.

The first of these aspects which was related to community centered teaching was to prepare units in relations to pupils' backgrounds. One hundred and eleven of the 162 graduates who answered this part of the questionnaire said that they were adequately prepared. When asked if they were prepared to teach units in relation to community conditions, 124 of the graduates checked "yes". Both high and low quartiles responded to these aspects in the same way as the group as a whole. See Table 17 Appendix C.

Adequacy in knowing how to make self-teaching devices was checked positively by 117 of the 162 graduates, with roughly the same proportion of positive answers in each of the sub-groups (divided by years of graduation). The favorable and unfavorable quartiles were equal in their response to this aspect, with 26 in each group marking the statement "yes".

Of these six community centered aspects of teaching the largest number of respondents reported a feeling of adequacy in locating and using local teaching aids. One hundred thirty-five of the 162 graduates responding felt themselves adequately prepared. The earlier graduates checked "yes" more often than the later graduates to this aspect, and the favorable respondents to community centered teaching said "yes" to a greater extent than did respondents in the unfavorable group (36 to 26).

Teach adult groups, and Extended program received fewest positive respondes of any of the six statements, with 50 each. More of the earlier graduates than later ones felt adequately prepared in these two aspects of the program. Both groups of favorable and unfavorable respondents had ten respondents each with positive responses to adequacy of preparation to teach adults. The favorable respondents felt more adequately prepared than did the unfavorable in adequacy of preparation for the Extended program of summer work.

Background Data of Graduates: Two background factors were held constant and tests were made to determine significant differences in the responses of the groups to six statements of educational practices related to community oriented teaching, number of community experiences in which the students participated while student teaching, and the total mean ratings of community experiences.

The respondents were grouped according to:

A. Grade in student teaching using only those whose grades were: Superior (90-100) and Fair-Inferior (60-77).

B. Centers in which the graduates taught, using only four centers: referred to as Teaching Centers A,B,C and D.

In running these tests, proportionality was attained in the groups by using the same number of respondents in each of the categories for a particular test. This was done recognizing that in some instances a considerable amount of data were lost. Therefore, the results are only suggestive.

Grade in Student Teaching: No statistically significant differences were found when the grade in student teaching was used as the independent variable, and beliefs related to community centered teaching, number of community experiences during student teaching, or ratings of community experiences were used as dependent variable. (Table 18 appendix C).

Student Teaching Centers: When the four student teaching centers were used as the dependent variable, no statistically significant differences were found when responses to six statements of belief or ratings of community experiences were used as the dependent variables. (Table 18 appendix C).

There was a significant difference in the number of community experiences checked by each of the four groups. Significant differences were found between the number of experiences checked by those teaching in Community A and those teaching in Community D, with t-test value of 3.89, significant at the .05 level.

Significant differences were found between the number of experiences checked by those teaching in Community B and those teaching in D. The t-value was 3.33, significant at the .05 level.

The t-test value was a significant 2.78 at the .05 level between the number of experiences checked by those teaching in Community E and those teaching in D.

V Community Centered Experiences on the Job After Graduation

One section of the questionnaire dealt with the teaching experiences of the graduates since leaving college. Of the 206 respondents, 162 or 80% of them had taught homemaking. The results of an examination of the experiences of these graduates, the communities in which they taught, and the way in which they related themselves to their communities are presented in the following pages.

Teaching Experiences:

A summary of the teaching experiences reported by the 206 graduates indicated that only 7 of the earliest group of 56 graduates had not had teaching experience in home economics, but of the latest group 16 out of 41 had never taught. Of the 162 who taught 87 took a second job, 32 took a third job, 14 took a fourth job, 5 had a fifth job, and 2 had as many as six jobs. (See Table 19 in Appendix C for details.)

An examination of the high and low quartiles of favorable and unfavorable respondents to the concept of community centered teaching revealed that 37(77%) of the more favorable group had had a first job, 21 a second job, 11 a third job, 4 a fourth job, and 1 a fifth job. The number of jobs for the high quartile or least favorable group was 35, 16, 4, 3, 1 and 1 respectively. This resulted in a total of 74 jobs for the low quartile and 60 for the high quartile.

Of the 162 graduates who taught home economics 133 taught in New York on their first job, 25 in other states, and one taught abroad (Table 20). Sixty-five of them taught on the junior high school level, 38 on the senior high level, 91 taught both levels, and 38 taught junior, senior high school and adults. Of the 49 respondents in Group I, 21 of them taught adults, 12 of the 48 Group II respondents did so, 5 of the 40 from Group III, and none of the most recent graduates had had this experience.

The respondents in the low quartile, who were stronger in their beliefs concerning the value of community centered teaching, had more than twice as much experience teaching adults as did the high quartile. (Table 20, Appendix C).

A total of thirteen or 22% of the first group had taught adult classes along with junior and senior high school, while only five (11%) of the high quartile had done this. The groups were similar (26 and 21) in their experiences with both junior and senior high schools, and in junior high school alone (14 and 11). The high quartile with 8 of its respondents marking experience in senior high school only, was slightly higher than the low quartile with only six. From these figures one might conclude that those teachers with experience at both grade levels and in teaching adults are more likely to be champions in the cause of community centered teaching.

Population of School District: Some differences were found in the size of the school district in which the high and low quartiles taught. (Table 21, Appendix C) Although the difference was not significant at .05 level, when tested by chi square analysis, it approached significance at the .10 level. Twice as many teachers from the low quartile had their first job in small districts of less than 2500 population. Six respondents from the high quartile had their first jobs in a city of 100,000 or more, while only one person from the low quartile had such a position. This trend continued through succeeding jobs. On the whole, the low quartile respondents held more jobs in communities of 2500 to 10,000 population, and the high quartile teachers favored positions in towns of 10,000 to 50,000 population. The high quartile respondents had twice as many jobs in cities of 100,000 or more population as the low quartile respondents. Therefore, it would seem that community centered beliefs are more prevalent in those teachers whose experiences have been in the smaller school districts.

Residence in the Community:

The respondents were requested to indicate whether they lived in the community in which they taught, or communted from another area. Of the teachers in the low quartile who favored community centered teaching, 58% lived in the community permanently and 1% temporarily. Forty-one percent commuted in from outside. Of the respondents in the high quartile, on the other hand, 51% lived in the community and 49% commuted from another area. There is a statistically significant difference at the .01 level when tested by chi square analysis for those teachers who more strongly believe in community centered teaching to live in the community in which they teach. (See Table 9)

Table 9 Residence in the Community According to High and Low Quartiles

	Low Quartile		High Quartile	
Community Residence Status	N=48	%	N=49	%
Lived in the School District	40**	58	25**	51
Commuted to work from outside the school district	28**	41	24**	49
Have or had temporary residence in school district	1	1	0	0

** $>$ .01

Information about Pupils and Parents:

Information about pupils and their families was obtained by the respondents from a variety of sources. Of the 162 graduates who taught, 87% said that they got such information from the pupils themselves, and 74% got it from other teachers. Forty-nine percent secured such information from guidance counselors and 45% from school records. Forty-three said they got it from parents, and 1% from local agencies. Twenty-four percent of the respondents got information from sources other than those listed. (Table 22, Appendix C)

The most common source for both high and low quartiles were the pupils themselves, and other teachers. Guidance Counselors, followed by school records, were the next most frequently used sources of knowledge. Parents as informers were mentioned as being less important. No respondent from either quartile checked local agencies as places from which information was secured about pupils and their families. The respondents from the low quartile checked each source more frequently than those from the high, although the difference was not statistically significant when analyzed by chi square. The percentage of frequency of the low quartile was higher in each case than that of the total group of teachers.

Relations with the Community:

The question was asked of the graduates, "As a teacher on the job, were you able to relate yourself in any way to the local Community?" Under this question four negative and five positive statements were listed and the graduates were requested to check those appropriate in their case. The negative statements were, "found it necessary to commute leaving little or no time to spend in the local community outside of school hours", "could do little since school administrators' attitudes were not too favorable toward this idea", "school schedule was too heavy to allow time for learning about the community", and "could find nothing in the community which was of interest or use to me". The positive statements were, "found field trip possibilities", "established cooperative relations with local merchants", "obtained information about teenage activities in the community", "worked with community service organization", and "talked with pupils and members of their families in the home".

When the responses were ranked in frequency (Table 23, Appendix C), four of the five positive statements were most frequent, and worked with community organizations was 7th place. The most common negative statement was "necessary to commute".

Thirteen of the 162 graduates checked that the school administrations' attitude toward relating self to the community was unfavorable, and only four of the total group "could find nothing in the community which was of interest or use to her."

A marked difference between high and low quartiles was found in the answers to this question, (Table 24, Appendix C). Invariably the high or least favorable quartile marked more of the negative statements than the low group, and the reverse was true.

Almost twice as many respondents from the high quartile as from low quartile found it necessary to commute, which left them little or no time to spend in the local community outside of school hours. There were more negative than the positive quartile respondents who felt that they could do little in the way of relating themselves to the community because of the school administrators' attitudes or because of heavy school schedules. Three people from the high group reported they could find nothing in the community which was of interest or use to them. One person from the low quartile checked this statement.

The statements checked most often by the low or favorable quartile were that they found field trips possible and that they established cooperative relations with local merchants. Twenty-nine respondents from this group checked each of these statements, and twenty-one and twenty, respectively, of the high or negative group.

Fewer persons checked the statement, Obtained information about teenage activities in the community, but they were in the same proportions.

The difference in the two quartiles was most pronounced in the last two statements. The count was two to nine for worked with community service organizations, and 13 to 26 for talked with pupils and members of their families in the home. The differences analyzed by chi square were not significant at the .05 level of significance.

In general, then, the professed believers in the community approach to teaching were more positive in establishing relations with the community, and in their work with community service organizations and talking with pupils and their families in the home.

VI Summary of Questionnaire Follow-Up Study of Graduates

Two hundred and six graduates of the program in home economics education at Cornell University during the years 1948-1960 responded to a mailed questionnaire during Spring term 1961. From their replies, information was secured concerning their educational beliefs, experiences during student teaching, their rating of these experiences to achieve five educational purposes, their opinions regarding the teacher education program, and their experiences since graduation.

Make up of Four Sub-Groups

The questionnaire returns were examined by sub-groups divided according to year of graduation. There were 56 graduates in the years 1948-51, (Group I); 58 in the years from 1952 to 1955, (Group II); 51 in the span of 1956-1958, (Group III); and 41 during the years 1959-1960, (Group IV).

Composition of Low and High Quartiles

On the basis of agreement or disagreement on educational beliefs, two quartiles of graduates with the most favorable and the least favorable attitudes toward community centered teaching were isolated for further study.

Forty-eight respondents were designated as the low quartile or those with favorable attitudes toward community centered teaching, while forty-nine former students with the least favorable scores formed the high group for comparison with them.

Results

Scores on Educational Beliefs: The scores of the four sub-groups on the educational beliefs, ranging from 10.8 to 12.0, indicated that the earlier graduates had a more favorable attitude toward community centered teaching than did the recent graduates. The composition of the quartiles reinforced this finding, since 27%, 35%, 21% and 17% respectively were included in the quartile of most favorable respondents, and 18%, 18%, 28% and 35% respectively were members of the group who disagreed with the statements.

Amount of Participation and Ratings of Community Experiences: The number of experiences of the respondents were somewhat the same for the four sub-groups examined. They averaged 6.9, 7.4, 7.4 and 7.0 respectively, on the twelve experiences listed. The earlier graduates gave their total experiences a more favorable rating with scores of 1.8 and 1.8 as compared with 2.1 and 2.0 for the later graduates on a scale where the low score indicated favorable rating.

There was no differences between the favorable and unfavorable groups in the number of community experiences they had during student teaching. Of the twelve experiences listed in the questionnaire, each group checked a mean of 7.3. The group favoring this approach to teaching gave their experiences a more positive rating than did the graduates whose ratings were less positive. Their scores were 8.9 and 10.4, respectively, with the low score indicating the greatest acceptance of community centered teaching.

The low quartile considered their most valuable experiences to be (in the following order); lived in the community, visited homes of pupils, examined local records, field trips, interviewed citizens, and surveyed the community. The less favorable group rated their important experiences as visited in homes of students, examined local records, lived in the community, field trips and located and used community resources. The upper and lower quartiles invariably gave higher and lower ratings to each experience than did the group as a whole. The only statistically significant difference between the two groups was for the first experience, "lived in the community", which was rated more valuable by those favorable to community centered teaching.

The most valuable ratings given by the total sample of 206 graduates were to home visits, and living in the community. Next in importance were; examined local records, field trips, and community survey. The least valuable experiecnes were thought to be participation in community activities, visits to local agencies, and interviews with local citizens.

SUMMARY OF THE PROJECT

The major purposes of this project have been met in so far as insight and knowledge gained are useful in planning future teacher education programs.

The project was initiated in order to provide a different approach to the preparation of home economics teachers at the New York State College of Home Economics.

Since no guide lines could be found in the available literature, it became necessary to pioneer in the development of a program and of research tools to carry out this project.

The part of the student teaching program which formed the focus for this study was designed and conducted in an attempt to prepare home economics teachers for a community approach to their teaching. The specific objectives were related to: a) beliefs that the students developed regarding the value of this approach; b) skills that they acquired in meeting and feeling at home with parents and other local people; c) determining the assets and liabilities of a community and d) locating resources, both human and material, that could be used to make learning meaningful to the youth and adults being taught.

The teacher educators were faced with the task of selecting the most worthwhile student experiences to achieve these objectives and to finding or constructing research instruments that could be used to determine the value of the experiences provided.

The unique feature of this program was that emphasis on learning to know a local community and to use this knowledge in teaching was incorporated in the total student teaching program. The students participated in directed field experiences within the community in which they were carrying on their supervised practice in the teaching of home economics.

The students provided much of the data for this project and assisted in the evaluation of themselves and the program during the student teaching period and again some years after graduation. Additional data were obtained from the cooperating teachers in the student teaching centers and also from teacher educators and students at five other teacher education institutions in New York State.

Rationale: The rationale for the initiation of this approach to student teaching was that the community is the environment in which the family functions. Family members interact with community institutions and individuals, and the community determines many family processes and characteristics from the goods it consumes to the habits it forms.

Home Economics is vitally concerned with families, and therefore, must deal with the community as a force in forming family values.

The home economics teacher who is attuned to the environment of her students is in a position to understand their needs and to guide them in the fulfillment of these needs. Basic concepts in home economics can best be taught through relating them to what is current in society and in making practical applications that are meaningful to the learners. Prospective teachers need experience in becoming acquainted with families and local resources in order to learn to adapt their teaching to a particular community.

Findings: The results from several different aspects of this study lend support to the theories and hunches on which the project was based, Evidence piled up from the beginning to the end that living in the community during the student teaching period contributed to student acceptance of a community approach to teaching. Data from the pilot study, the Newkirk study of other teacher education institutions, and the follow-up of Cornell graduates, provided convincing proof that home visits are the best way to learn about homes and families.

The graduates visited on the job during the pilot study reported that home visits contributed to their "feeling at home in the community". They also felt that their experiences in visiting homes during student teaching had helped to make it easy for them to visit families when they went to their first teaching job.

Studying school and local records together with touring the community and making a community study seemed to be the most worthwhile experiences to help student teachers understand community structure and factors that affect families. The students believed that local field trips were valuable to them as a means of locating resources that could be used to make teaching meaningful.

The Carmichael study provided evidence that motivation is an important factor in collecting information about a community and in using it in planning daily lessons. There seemed to be some relationship also between the student's motivation and the amount of information obtained. Further study of motivation of students to acquire and use community knowledge seems warranted.

The Carmichael tests of information, which met pre-established criteria, proved to be useful tools for determining student's knowledge about the community, the pupils and their families. These tests could be lengthened with additional valid items and refined through re-testing to increase their value as instruments for testing the knowledge of student teachers.

The scores on the Lehman test of knowledge showed that the students might profit from additional instruction on "Families in Our Society". No attempt was made to examine university courses taken by students to determine the amount and kind of information taught about families; nor was any comparison made between the knowledge scores of students and the use they made of their knowledge about families. Both of these aspects of the project might warrant further investigation.

According to the Sinniger study, the number and kinds of local resources used in teaching varied with the student teaching centers, with the area of home economics being taught and also with the proficiency of the students. The factors that contributed to the use of community resources in the student teaching centers were not isolated during this investigation nor were the resources being studied as precisely defined as they might have been to facilitate comparisons. Further clarification concerning specific resources available in most communities and useful in teaching could be an aid to the cooperating teachers as well as to the students. A study of selected communities to determine the availability of local resources and of the attitudes held by the home economics teachers toward locating and using these resources could provide guides to the choice of student teaching centers.

Scores on the Scale of Beliefs on community centered teaching, constructed and used in the Newkirk study of six teacher education institutions and in the follow-up of Cornell graduates, showed wide differences in agreement or disagreement with the statements included in the scale. Forty-eight of the 206 former student teachers in the New York State College of Home Economics had a mean score of 7.1 while 49 at the other end of the rank order of agreement scored 15.2 out of a possible 24. The student teachers who were graduated in the years between 1948 and 1955 gave ratings more favorable to the concept of community centered teaching than did the most recent graduates studied. The differences were not statistically significant and no data are available to give reasons for the differences. It is known from the history of the project that more emphasis was put on this phase of the program in the early than in the later years.

This scale of beliefs does seem to have possibilities for future use both as to content and format. It could be made even more useful by refinement of the items now included and by adding statements some of which are in disagreement with the concepts being tested. In fact, the design of Westfall's instrument entitled, "I Believe" might serve as a pattern

The Community Experience Rating Scale used in the study of six teacher education institutions in New York State and the follow-up study of Cornell graduates yielded some of the most worthwhile data for the project.

The number and kind of experiences in which students participated were similiar in all of the institutions studied. Differences were found, however, on the ratings given to the value of 12 experiences for achieving each of five educational purposes. Living in the community, home visits, use of local records and field trips have been mentioned on page 41. One of the controversies revolved around the value of a written report on community study. The early Cornell graduates reported this to be a "Very Valuable" experience. However, almost one third of the total group suggested that this experience might be eliminated. Since two classes of the most recent Cornell graduates in this study did not write a report and since the amount of attention given to this activity in other teacher education was not ascertained, it seems appropriate to recommend that careful consideration be given to the kind and extent of future reports students are required to make.

Another item of disagreement was the value of "participation in community activities". This is another area about which too little is known at this time to warrant omitting it or requiring it as a student teaching experience. Each student teaching center is likely to have some activities that would contribute to the objectives of the teacher education program. The problem is selection of the most worthwhile experiences for student participation rather than to expect prospective teachers to attend meetings of various groups just because permission is given for them to attend. Suggestions have already been made in regard to revision of this rating scale to increase its potential for the use of students and faculty.

The students agreed for the most part that experiences were most meaningful when incorporated within student teaching in a local community. The findings from this project do not provide answers to the question of which aspects of community understanding can best be taught before students move to a student teaching center and after which, in order to make best use of it in planning units and daily teaching plans. It is known that small gains in knowledge and changes in attitude occurred during the seven to eight weeks period of student teaching. If the time spent in the centers is too short to produce change, then further study of a sequential plan is in order.

The scores from both the Johnson Home Economics Interest Inventory and the Runner Studies of Attitude Patterns proved to be useful for counseling students even though these scores did not discriminate when used as variables in the project.

A large majority of the Cornell former students evaluated the student teaching program as being effective in so far as it prepared them to teach units in relation to local community conditions (78%) and to pupils' background (68%). However, only 37% reported feeling adequately prepared to teach adults and of these a larger number were from the older than from the younger graduates.

An analysis of reports of student activities while in the student teaching centers indicated that more students prepared and presented parts of lessons in adult classes during the early stages of the project than they did in later years. The implication is, obviously, that if one of the objectives of the teacher education program is learning to teach adults, then experiences with adults is important during the time that students are living in the student teaching centers.

It was discovered also that less than one third (50 out of 162) of the former students who accepted teaching positions, reported teaching adult classes. The questionnaire study did not give clues as to the reasons that these teachers did or did not teach adults. Their feeling of adequacy of preparation may have been an influential factor.

The 162 Cornell graduates who had taught home economics since graduation indicated that they secured most of their information about home and families from the pupils and other teachers. They reported using school records to a limited degree and also mentioned parents as a possible source.

The teacher educators and the supervising teachers might find it worthwhile to locate other sources of information available and to re-examine the experiences provided for the students to learn about homes and families in any community.

Learning to know the community, adapting teaching to local conditions and locating and using effective teaching aids seemed to be more of a problem to the teachers who commuted to their jobs or lived in large communities than to teachers who lived near their schools. The trend toward larger school districts and increased urbanization are factors that teacher educators must take into account and attempt to find ways to prepare teachers to teach effectively under these circumstances.

The Student Teaching Rating Scale did not provide sufficient data to be very useful for those parts of the project in which ratings on student teaching were used as one of the variables. If community centered aspects of the program are to be evaluated, then the Student Teaching Rating Scale needs revision to include additional items related to community experiences.

The total questionnaire of fifteen pages used for the follow-up study of Cornell graduates was too long and too involved. Much of the information requested was concerned with aspects of the teacher education program not pertinent to this project. The large number and the diversity of items in this questionnaire may have adversely influenced the reliability of the responses. A word of advice to future researchers seems appropriate at this point. Limit items in any instrument to specific data needed for the study at hand and collect other desired information at another time.

Some Implications for Teacher Education Programs Arising from this Study

Since the inception of this project, several years ago, support has been building up for educational programs that place emphasis on knowing the background of the people within a school district. The acculturation of the youth and adults being taught is becoming clearly established as one objective of education in the United States.

This objective is based on the idea that education is a social process and that the school has a creative function to play in the shaping of individuals and through them the shaping of the culture.

Because the primary concern of education is the individual and his changing behavior, educators who are genuinely interested in knowing as much as possible about the whole learner must examine the environment in which he functions. Since the only way to learn the significance of a selected detail of behavior is against the background of the motives, emotions and values that are institutionalized in that culture, then the first essential is to study the living culture, in order to know its habits of thought and the functions of its institutions. This clearly indicates that knowledge of the situation in which the learner lives is essential for effective teaching.

Sociologists have pointed out that at the present time most communities are heterogeneous in that they are composed of several more or less functionally integrated collections of sub-cultures, each with its own system of values and presumably its own modal character. Evidence from various studies clearly indicates that most teachers are middle class oriented and probably have cultural values and expectations sufficiently different from many parents and pupils that socialization and learning may be seriously impeded.

Unless reorientation to changing conditions takes place, education becomes unreal and perhaps even useless because the learners may not be able to relate the new learnings to those which they already possess. If the schools are to play a constructive role in communities that are undergoing rapid changes in society and culture, then teachers must be able to participate effectively in these local programs.

This means that teachers, who are to teach effectively in the cultural setting of a given society must be able to understand the forces of the culture and to have mastered tools for that understanding. One of these tools is the power of accurate and incisive observation. A teacher who would learn to observe culture and custom must develop a degree of objectivity and freedom from value judgments wherein he no longer sets his own belief against his neighbors superstition. Objectivity is particularly important in preparing to teach home economics to both youth and adults whether they be culturally advantaged or disadvantaged.

Specific implications arising from Project 15:

1. The close contacts that student teachers had with homes, families and community activities made it possible for them to observe culture and custom and perhaps to develop some degree of objectivity in their observations.
2. Opportunities to study reports and other local records contributed to student awareness of family and community structure.
3. Attempts to adapt the homemaking program to local conditions developed some understanding on the part of the students for the teacher's role in acculturation of pupils and parents.
4. The proficiency of the student teacher seemed to be related to her motivation, her beliefs about a community centered program and her knowledge of families and community structure.
5. The research tools developed for this project have provided means, not previously available, for collecting evidence regarding the value of future teacher education programs.
6. The fact that small gains occurred in achieving certain objectives of the program justifies the question - can teacher educators do more than expose the students to this approach to teaching in the time that is available for student teaching?

APPENDIX A

Resumé of Theses Related to the Project

Westfall, Dorothy Jean. A Study of Student Beliefs Concerning Certain Aspects of Community Centered Teaching in Homemaking. M.S. Thesis, Cornell University. 1954.

Purpose of Study:

To determine the ideas that prospective teachers have toward certain aspects of community centered teaching. Based on hypothesis that the prospective homemaking teacher who believes in community centered teaching will teach in a different way from those who do not believe in community centered teaching; and that it is possible to devise instruments that will reveal the beliefs of prospective teachers.

Two instruments were devised to try to determine the belief that prospective teachers hold in regard to 1) using community resources, 2) planning the program cooperatively with others, 3) feeling that she belongs to the community, and 4) understanding the cultural patterns.

Procedures:

Two instruments were devised which would try to determine verbal and operational levels of teachers' beliefs. The "I Believe" instrument was to determine those who believed in community centered teaching. The "My Ideas" instrument would find out whether the students would choose the operational procedure in a situation which was in accord with their statement of belief. Sample Size; 80 students in two colleges took the two tests mentioned above, and in addition a questionnaire was sent to the cooperating teachers who had fifteen of the student teachers asking for their opinions regarding the beliefs expressed by student teachers while in the teaching centers.

Results:

From the two instruments; No one completely agreed or completely disagreed with the four aspects of community centered teaching. Only 2 students were consistent beyond Belief II. More of the students supported all four beliefs on the "I Believe" than on "My Ideas", but when choosing the most appropriate and least appropriate teaching procedure on "My Ideas" in accordance with their statements of belief, everyone was inconsistent. In other words, students were inconsistent when they were asked to choose a teaching procedure to carry out their stated beliefs.

From the questionnaire; The cooperating teachers were of the opinion that the student teachers seemed to accept to some extent all of the four beliefs concerning community centered teaching.

Conclusion; The students believed in some aspects of community centered teaching but very few seemed to be able to relate their belief to the choice of a suitable teaching procedure consistent with their alleged belief in more than one or two situations. The information from the cooperating teachers led to the conclusion that either the instruments were not sensitive enough to accurately determine the beliefs of a prospective homemaking teacher, or the beliefs of the student teachers do not correspond with the impressions that they may have given to their cooperating teachers.

Critique:

Student teachers and cooperating teachers answering questionnaires were few in number. The instruments used provided only for complete agreement or disagreement.

Hatakeyama, Etsuko K. A Study to Determine the Amount and Kind of Information Students in Home Economics Education and Certain Other Students at Cornell University Have About the Families in This Society. M.S. Thesis, Cornell University. 1955.

Purpose of Study:

To determine 1) the kind and amount of information the junior and senior home economics education students have about the family in this society, and 2) how they compared in their knowledge of the family with two other groups of junior and senior students at Cornell University. The study was based on the assumption that Home Economics Education students, due to their unique educational experiences would do better on a test to determine the amount and kind of information about the family in this society than other students in the College of Home Economics, in the College of Arts and Science, or in the College of Agriculture.

Procedure:

A total of 179 junior and senior students were invited to participate in the study. They were selected from: 1) Home Economics Education, 2) Early Childhood Education, and students preparing to meet requirements in the American Dietetics Association, and 3) students preparing to teach in the College of Arts and Science and the College of Agriculture. The instrument used was the revised edition of the Lehman Test, "the Family in America", which was first used at Ohio State University during 1947-48 by Lehman. It was designed to appraise certain goals through evidence of student development. The test contained six parts: 1) The American Setting, 2) The Family's Health, 3) Family Income and Employment, 4) The Question of Housing, 5) Educational Opportunity, and 6) Legal Protection of Families. From a total of 73 multiple choice questions the students were asked to select unlimited number of correct answers out of a possible choice of five answers in each part of the test. The scores were derived by the formula S=R-W/3 (the total number of right responses minus one-third of the errors).

Results:

Responses were obtained from 67 students. The findings indicated that the Home Economics Education students had slightly higher scores than the other two groups, but there was little difference between the three groups of students in their knowledge of the families in this society. The average low scores made by the three groups indicated that most of the students were not too well informed about the families in this society. The findings suggest that students are exposed to the information about families in this society to a certain extent, possibly at a time when the facts had little meaning. There was a tendency of the group as a whole to be better informed on certain aspects of the family situation than on others. A wide range of scores showed certain individuals to be better informed than others. No group was found to be better informed on the families in our society than another. There was greater consistency in the superiority of the juniors over the seniors as shown in higher scores.

Critique:

The total number of responses was too few in number to give a true picture of the differences in the three groups.

Sinniger, Agnes Mary. Factors Affecting the Frequency of Use of Community Resources and Adaptation of Teaching to the Community by Twenty-eight Student Teachers Majoring in Home Economics Education. M.S. Thesis, Cornell University. 1956.

Purpose of Study:

To ascertain the factors which influence the student teacher in the utilization of knowledge and understanding of the community in 1) enriching classes by use of community resources and 2) in planning for classes. Questions investigated were: 1) Do student teachers differ in frequency of use of community resources and 2) Do student teachers differ in adaptation of teaching to the community. Seven factors listed as possible influences were: 1) ability in teaching, 2) general attitude toward pupils and teaching, 3) the community, 4) subject matter area taught, 5) observation and participation in community activities, 6) student teacher's purposes for observation and participation in activities in the community and 7) size of student teacher's home town.

Procedures:

Data concerning Variable One, Frequency of Use of Community Resources, were collected for all of the twenty-eight student teachers and considered in relation to the factors selected for study (7 factors above). Data concerning Variable Two, Adaptation of Teaching, was collected on all 28 student teachers; however, only data concerning the student in each center rated highest in ability to adapt teaching and the student in each center rated lowest in ability to adapt teaching were analyzed in relation to the factors selected for study. Data was collected thru reports of student teaching, interviews with the student teacher, interviews with the cooperating teachers, student teacher rating scale, and the Minnesota Teacher Attitude Inventory. The analysis was made of the type and number of community resources used, frequency of use, and the source of knowledge of the resources by the student teachers.

Results:

Findings concerning frequency of use of community resources; there was a realtionship between the student teaching community and the frequency of use of resources and also to the number of activities in which the student teacher participated. There were indications that better student teachers tend to use most resources. Teaching ability and community in which teaching was done have independent relationships to the frequency of use of resources. No relationship existed between frequency of use and attitude of student teachers toward teaching. In subject matter areas of Foods and Clothing, few local resources were used. There was no apparent relationship between number of activities and number of resources used. Those who participated in activities because it was required were those who used few or no resources.

Findings concerning adaptation of teaching to the community; Students who ranked high in teaching ability had more information about community and its implications for teaching. These students also were the most enthusiastic about participating in community activities and using resources.

Conclusions: Student teachers differ in their frequency of use of community resources and in their ability to adapt their teaching to the community. Those who are rated high in teaching ability use many resources. There was little or no relationship between attitude toward teaching as measured by the Minnesota Teacher Attitude Inventory and the frequency of use of community resources. There was relationship between subject matter area taught and frequency of use of community resources. No relationship between frequency of activities and frequency of use of resources.

Critique:

The small sample makes much of the evidence inconclusive.

Carmichael, Mary Margaret Mueller. An Exploratory Study of the Adaptation of Teaching to the Community by Student Teachers in Home Economics. Ph.D. Thesis, Cornell University. 1961.

Purpose of Study:

To explore procedures which can be applied to an investigation of the motivation, knowledge, and behavior of student teachers in adapting teaching in homemaking classes to the local community, and to develop procedures for finding answers to the following questions: 1) How do student teachers gain knowledge of the community? 2) Does a student teacher's belief that teaching should be adapted to the people in the community influence her to seek further knowledge of the community? 3) Does the activity involved in gaining knowledge of a community affect a student teacher's belief concerning the importance of adapting her teaching to the community? 4) How do student teachers use their knowledge of the community in teaching? 5) Are the experiences involved in gaining knowledge of the community related to the student teacher's use of resources from the community in teaching? 6) What changes occur during the student teaching period in the amount of knowledge possessed and in the motivation of the student teachers?

Procedures:

Study concerned with examining methods for studying: 1) knowledge, motivation, and behavior of student teachers in adapting their teaching to the community, 2) the three concepts simultaneously to see the relation between them, 3) the three concepts over a period of time to see the effect the student teaching experience has on the student teacher, and 4) these three concepts as they are perceived by those involved in the education of student teachers. Subjects were 32 students in Home Economics Education. Ten instruments were developed. Two were used to study the motivation of the student teachers, five were related to the student teachers' knowledge of the community, two pertained to the student teachers' behavior, and one, a Rating Scale, concerned the student teachers' knowledge, motivation, and behavior in adapting teaching to the community. Criteria were developed to test validity of instruments.

Results:

Positive relationship among 3 key variables. Relationship between measure of knowledge and use of community resources dependent on motivation of student teacher Motivation is key. Usefulness of the instruments; those most useful were the interview, background data obtained from pupils (short form), student teachers' knowledge of agencies, behavior in gaining knowledge, behavior in using resources, rating scales. Those least useful were ranking of learning experiences, student teachers' general knowledge of pupils in homemaking classes, student teachers' extensive knowledge of a few pupils, and student teachers' knowledge of the names of pupils.

Intercorrelations of instruments to answer basic questions of study; Relationship was established between the community activities of the student teacher and her knowledge of the community and desire to adapt teaching to the community, and there was no positive relationship at the end of student teaching among participation in community affairs, motivation, knowledge of the community, and use of community resources. Relationship of the basic procedures used to the construct "adapting teaching to the community"; Simultaneous study of the three concepts of knowledge, motivation and behavior in adapting teaching to the community indicated that there was a positive relationship among these and that they could all be parts of the larger concept of "adapting teaching to the community." However, only those instruments which met the criteria showed this relationship. The simultaneous study of the concepts over a period of time; the perceptions of various persons aided in defining and limiting them and also determining relationships among the concepts.

Newkirk. Gwendolyn Anita Jones. Community Experiences in Home Economics Student Teaching Programs in Six Teacher Education Institutions in New York State. Ed.D. Thesis, Cornell University. 1961.

Purpose of Study:

To attempt to 1) determine opinions held by teacher educators, students and graduates toward concept of a community approach to teaching, and 2) relate these opinions to their descriptions of community experiences which were stated as those included in the home economics student teaching programs. The objectives of the study were to: 1) secure description of structural and operational aspects of community experience programs in 6 institutions in New York, 2) compare descriptions of the community experience programs as reported by teacher educators and students who prepared to teach home economics and 3) determine and compare opinions toward concept of a community approach to teaching as held by home economics teacher educators, student teachers, and graduates within the same institutions, and with the same groups in the other five institutions.

Procedures:

Population chosen; 1) teacher educators, 15, 2) student teachers enrolled in directed teaching program, 47, 3) 1959 graduates of home economics education departments, 76 and 4) heads of departments of 6 teacher education institutions in New York State.

Questionnaires devised: 1) for teacher educators (part I personal data inventory sheet, part II opinions on educational theories, part III experiences during student teaching, rating of these, and most worthwhile features of student teaching programs); 2) for student teachers and graduates (part I personal data inventory sheet, parts II and III similiar to above); and 3) for department heads (to secure complete information pertaining to the structural aspects of their programs). Data were not received from two of the six institutions. Statistical techniques used were 1) analysis of variance, 2) multiple and single classification, 3) Student-Newmans-Keuls multiple range test, 4) Guttman-type scaling, 5) correlations of the first order, and 6) t-tests for the significance of the difference in sets of means.

Results:

Findings from the analysis of data from four institutions; 1) opinions held by groups 1, 2, and 3 of population (see above) toward concept of community approach were found to be similiar and favorable, 2) opinions held by the three groups at the same institution were similar and favorable, 3) teacher educators checked more community experiences than did student teachers or graduates, 4) two of four institutions included similar number of community experiences, 5) positive relationship between number of community experiences checked by teacher educators and number of years at their institution, 6) no relationship found between number of teaching centers or amount of time and number of community experiences in which they participated while student teaching (by student teachers or graduates). Findings from the Analyses of data from six Institutions; 1) structural features of programs were similar, 2) basic pattern of community experiences made available was similar, 3) each of 12 community experiences selected was rated as valuable in achieving 5 purposes of teacher education, 4) when background data for teacher educators were held constant no significant differences were found in total mean ratings of community experiences nor in responses to statements of educational practices, 5) programs of community experiences are more similar than different in the six institutions and the instruments used seemed to have maximized the possible agree responses with the concept tested.

Gritzmacher, Joan Edith. An Exploratory Study of Differences Between Home Economics Students With High and Low Proficiency in Student Teaching. M.S. Thesis, Cornell University. 1963.

Purpose of Study:

To determine whether or not measurement of certain characteristics would differentiate between student teachers with high and low preficiency in student teaching. These characteristics included interest in teaching home economics; stated time of interest in teaching home economics; interest in home economics professions involving interaction with people; friendliness; social ease; independence; frustration; function in the teacher role as leader, stimulator and director; and academic credits and grade point averages received in 14 subject matter areas.

Procedures:

Case study approach utilized. Data were gathered on 96 student teachers and the ten high proficiency, and the ten low proficiency individuals were evaluated by means of the Johnson Home Economics Interest Inventory and the Runner Studies of Attitude Patterns, Eleventh Revision. Additional data were secured from students' official records. Analysis of the data was done by means of two independent samples. Findings are presented in five categories: 1) interest in teaching home economics as measured by the Johnson Interest Inventory, 2) interest in occupations involving interaction with people as obtained from the Johnson Interest Inventory, 3) stated time of interest in teaching home economics as obtained from students' official records, 4) personality organization as interpreted by Runner from the Runner Studies, and 5) academic credits and grade point averages according to academic programs of the students.

Results:

Student teachers in home economics with high proficiency in student teaching can be differentiated from those with low proficiency on the basis of: Runner profile pattern indicating frustration; teacher function as director; academic grade point averages in Household Economics and Management; total grade point average; Child Development and Family Relationships; Miscellaneous.

The following characteristics were not found to successfully differentiate between home economics students with high and low proficiency; strength of interest or raw scores on the teaching, secondary scale of the Johnson Interest Inventory; interest in home economics occupations involving interaction with other people, stated time of decision to teach home economics, raw scores on 22 Runner variables; pattern description of Runner variable scores; profile pattern in friendliness; social ease, and independence; teacher functions of leader and stimulator; number of credits earned in any of the 14 subject matter areas; grade point averages in Foods and Nutrition, Housing and Design, Institution Management, Professional Education (other than Home Economics Education), Fine Arts and Language.

Hough, Janet Lucille Kerby. An Analysis of the Adequacy of Preparation for Teaching Home Economics by One Hundred Fifty-eight Graduates from the New York State College of Home Economics at Cornell University. M.S. Thesis, Cornell University. 1963.

Janet Hough analyzed data from one part of the questionnaire used in the Follow-up Study of Former Students of the New York State College of Home Economics.

This section of the study dealt with the feelings of adequacy of preparation to teach home economics as expressed by the graduates who had taught in junior or senior high school after graduation.

The questionnaire item provided opportunities for the respondents to report yes or no as to whether or not they felt adequately prepared to teach various aspects of home economics and to apply principles of professional education to their teaching. A complete copy of items may be seen on pages 11 and 12 of the thesis.

The aspects of Home Economics studied were grouped under the following headings: Child Development and Family Relationships; Foods and Nutrition; Household Economics and Management; Housing and Design; and Textiles and Clothing.

The six Professional Topics were: Curriculum Development; Learning Experiences and Teaching Aids; Teaching Special Groups; Management of the Department; Related Responsibilities of the Home Economics Teacher; and Using Disciplinary Procedures Effectively.

The data for this study were analyzed according to groups based on (a) date of graduation and (b) grades received in student teaching. Only the parts of this study that are pertinent to the project are reported here. The area of Home Economics in which the largest number of the graduates reported feeling adequately prepared was Textiles and Clothing; then Foods and Nutrition; Child Development and Family Relationships; Household Economics and Management; and last of all Housing and Design.

In the area of Curriculum Development a large majority of the graduates reported feeling adequately prepared to plan units to teach in relation to community conditions (70.9%); and to preparing units to teach in relation to pupils' background (69.0%).

In the area of Learning Experiences and Teaching Aids, the largest percentage (84.2%) of graduates reported feeling adequately prepared in the aspect of locating and using local teaching aids; and in making self-teaching devices (74.1%).

APPENDIX B

Questionnaire Items Used in this Project From the Follow-Up Study of 206 Student Teachers From the New York State College of Home Economics at Cornell University

EXCERPTS CONCERNING COMMUNITY CENTERED TEACHING TAKEN FROM THE QUESTIONNAIRE AND USED IN THIS REPORT

Department of Home Economics Education — January 1961

QUESTIONNAIRE FROM CORNELL GRADUATES (1948-1960) WHO PREPARED TO TEACH HOME ECONOMICS

PART I: PERSONAL DATA

2. Cornell Graduate: B.S. ____February ____June 19___ M.Ed. ____ 19___

6. Student Teaching: Dates: Year - 19___ Term - _____Fall ____Spring

Place: ____ Dryden ____ Candor ____Ithaca ____Spencer ____Trumansburg ____Elmira Heights ____King Ferry ____Other (Specify)

PART II: GUIDES TO EDUCATIONAL PRACTICES

Some statements of theories, beliefs, and assumptions about educational practices are listed below. You may strongly agree with some of these statements and strongly disagree with others. Please check (✓) in the appropriate column your first response to each of the following statements.

THEORIES, BELIEFS, AND ASSUMPTIONS ABOUT EDUCATION	STRONGLY AGREE	SOMEWHAT AGREE	SOMEWHAT DISAGREE	STRONGLY DISAGREE
Facts and principles become most meaningful when taught in relation to local community conditions.				
Pupil learning becomes most effective when teaching is focused on knowledge and understanding of the local community.				
Formalized instruction which includes first-hand experiences in community study should be a part of all teacher preparation.				
Schools can have effective educational programs without adapting teaching to the local community.				
Centering learning experiences around the local community is one of the best methods to involve pupils in the subject being taught.				
The community approach to teaching is an over-rated aspect in programs preparing students to teach.				

PART III: EXPERIENCES DURING STUDENT TEACHING

You may not recall all of the experiences in which you participated as a student teacher. However, to the best of your recollection:
Please check (✓) those experiences listed below in which you participated as a student teacher.
See column at left.

After you have checked these experiences, RATE EACH EXPERIENCE THAT YOU HAVE CHECKED as to its value to you in achieving EACH of five purposes of teacher education programs which we have designated; namely:

- A. Know the home life of pupils and their families.
- B. Understand community structure and local conditions which affect families.
- C. Discover and/or use resources to make teaching realistic.
- D. Understand and use varied teaching procedures to facilitate learning.
- E. Understand needs and interests of various age groups.

We have provided you with a three point scale for your rating. Please use it as follows:
1--Very Valuable 2--Somewhat Valuable 3--Of No Particular Value

For example, if you lived in the community and you believe it was Of No Particular Value in helping you to "Know the home life of pupils and their families", then, obviously, you would rate this experience "3" under Column A of Purposes. If living in the community was Very Valuable in achieving Purpose C (Discover and/or use resources), then, of course, you would record "1" under Column C.

Participated as Student Teacher		SPECIFIC EXPERIENCES	RATING OF PURPOSES				
			Home Life	Community Conditions	Resources	Teaching Procedures	Needs of Groups
Yes	No		A	B	C	D	E
		Lived in the community					
		Visited in the homes of pupils					
		Located various community resources (displays, resource persons, etc.)					
		Planned and conducted field trips					
		Toured community by means of public and/or private transportation					
		Attended and observed community activities (meetings of School Board, Community Advisory Committees, etc.)					

PURPOSES:
A. Know the home life of pupils and their families.
B. Understand community structure and local conditions which affect families.
C. Discover and/or use resources to make teaching realistic.
D. Understand and use varied teaching procedures to facilitate learning.
E. Understand needs and interests of various age groups.

RATING SCALE
1--Very Valuable 2--Somewhat Valuable 3--Of No Particular Value

Participated as Student Teacher		SPECIFIC EXPERIENCES	RATING OF PURPOSES				
			Home Life	Community Conditions	Resources	Teaching Procedures	Needs of Groups
Yes	No		A	B	C	D	E
		Visited community agencies (local library, business establishments, Chamber of Commerce)					
		Interviewed leading community citizens					
		Examined local records (health, employment, housing and population, family patterns, etc.)					
		Made a survey of some aspect of local community					
		Worked with adult groups in community (adult classes, PTA, senior citizens, etc.)					
		Worked with youth groups out-of-school (teen clubs, YWCA, YMCA, Girl Scouts, nursery school, etc.)					

6. We need your opinion on the time to emphasize certain aspects of teacher preparation (both theory and practice) in order to make each part of maximum value to students. Will you check below in the appropriate places?

ASPECTS TO BE EMPHASIZED	Best Time for Emphasis Before Student Teaching	During Student Teaching	After Student Teaching	Omit Entirely
THEORY				
Community understanding				
Relationships with school personnel				
Co-curricula activities				
PRACTICES				
Make a community study				
Find and use resource materials in the community				
Make home visits				
Participate in community activities				

Differences in background and experience influence teachers' feelings regarding their adequacy of preparation to teach.

As you recall your first year of teaching, in which of the following areas did you feel adequately prepared---and in which could you have used additional preparation?

Please check in the left hand column YES for statements for which you felt adequately prepared, NO for those you did not.

FELT ADEQUATELY PREPARED YES	NO	ASPECTS OF PROFESSIONAL EDUCATION (The teaching-learning process)	COMMENTS
		Prepare units to teach in relation to a. ---	
		b. pupils' backgrounds	
		c. community conditions	
		Find and use teaching aids a. Make self-teaching devices	
		b. Locate and use local aids	
		Teach classes with varied levels of ability a. Teach adult groups	
		b. ---	
		c. ---	
		Extended program (extra month on job in summer)	

TEACHING EXPERIENCE

Since graduation from Cornell, have you taught home economics? ___ Yes ___ No

If Yes, please supply the information as indicated in the columns below.

Place Taught and Educational Levels Taught, insert number corresponding to age or level (1) Elementary (2) Jr. H. S. (3) Sr. H. S. (4) College (5) Adult (6) Other (Specify)		Year(s) Taught	Approximate Population of City, Town, or Village (while you taught there)	Number of teachers in home economics (while you taught there)	Range in size of your home economics classes (smallest to largest)	RESIDENCE IN SCHOOL DISTRICT					
						Live(d) in school district (check)		Commute(d) to work from outside school district (check)		Have (or had) temporary residence in school district, spend(t) weekends at home (check)	
Name of Place Taught	Level Taught					YES	NO	YES	NO	YES	NO
1.		19___ to 19___									
2.											
3.											
4.											
5.											
6.											

As a teacher on the job, were you able to relate yourself in any way to the local community? Please check the appropriate statements listed below and feel free to add to this list.

___ found it necessary to commute leaving little or no time to spend in the local community outside of school hours
___ could do little since school administrators' attitudes were not too favorable toward this idea

___ school schedule was too heavy to allow time for learning about the community
___ could find nothing in the community which was of interest or use to me

___ found field trip possibilities
___ established cooperative relations with local merchants
___ obtained information about teen age activities in the community

___ worked with community service organization
___ talked with pupils and members of their families in the home
___ other (specify)

Where did you secure the most useful information about your pupils and their families?

___ guidance counselors
___ school records
___ other teachers

___ pupils themselves
___ parents
___ local agencies

___ other sources (list)

APPENDIX C

Tables 10-24 From Follow-Up Study of
Former Graduates
See List of Tables

APPENDIX C

Tables 10 through 24

Table 10

Experience Ratings*for Achieving Purpose 1; Know Home Life of Pupils

	Sub-Groups				Total	Quartiles	
Experience **	I	II	III	IV	Group	Low	High
1.	1.4	1.4	1.7	1.9	1.6	1.3	1.8
2.	1.2	1.1	1.1	1.2	1.2	1.1	1.3
3.	2.4	2.4	2.5	2.6	2.5	2.4	2.7
4.	2.3	2.2	2.6	3.0	2.5	2.4	2.8
5.	1.6	1.6	1.8	1.9	1.7	1.6	2.0
6.	2.4	2.4	2.4	2.6	2.5	2.3	2.5
7.	2.4	2.4	2.6	2.7	2.5	2.4	2.7
8.	2.0	1.9	2.5	2.3	2.2	2.0	2.3
9.	1.2	1.3	1.9	1.6	1.5	1.8	1.4
10.	1.7	1.9	1.9	--	1.8	1.3	2.0
11.	1.7	1.6	2.3	2.4	2.0	1.5	2.0
12.	1.7	1.8	2.2	2.3	2.0	2.0	2.2

* 1= Very valuable, 2= Somewhat valuable, 3= Of no particular value.
* Mean rating reported for each experience.
** See page 23 for description of experiences.

Table 11

Experience Ratings*for Achieving Purpose 2; Understand Local Conditions

	Sub-Groups				Total	Quartiles	
Experience **	I	II	III	IV	Group	Low	High
1.	1.5	1.4	1.5	1.4	1.4	1.2	1.4
2.	1.5	1.4	1.5	1.4	1.5	1.4	1.5
3.	1.4	1.6	1.9	1.8	1.7	2.3	1.9
4.	1.8	1.9	2.3	1.7	1.9	1.9	1.9
5.	1.3	1.3	1.3	1.5	1.4	1.3	1.5
6.	1.6	1.3	1.8	1.7	1.6	1.4	1.9
7.	1.4	1.4	1.6	1.7	1.5	1.3	1.7
8.	1.4	1.3	1.7	1.3	1.4	2.0	1.8
9.	1.4	1.3	1.4	1.6	1.4	1.2	1.6
10.	1.3	1.4	1.5	--	1.4	1.5	1.4
11.	1.8	1.5	2.1	2.0	1.9	1.3	2.0
12.	2.0	2.0	2.2	2.3	2.1	1.9	2.3

* 1= Very valuable, 2= Somewhat valuable, 3= Of no particular value.
* Mean rating reported for each experience.
** See page 23 for description of experiences.

Table 12

Experience Ratings*for Achieving Purpose 3; Discover and Use Resources

Experience **	Sub-Groups				Total Group	Quartiles	
	I	II	III	IV		Low	High
1.	1.6	1.6	1.6	1.6	1.6	1.2	1.8
2.	2.4	2.0	2.3	2.3	2.3	1.8	2.4
3.	1.3	1.3	1.8	1.2	1.4	1.2	1.3
4.	1.2	1.3	1.4	1.3	1.3	1.2	1.3
5.	1.7	1.8	2.0	1.9	1.9	1.7	2.1
6.	2.3	1.8	2.1	2.6	2.2	1.9	2.5
7.	1.5	1.4	1.6	1.5	1.5	1.4	1.7
8.	2.0	1.3	1.5	1.9	1.7	1.8	1.7
9.	2.0	1.9	2.0	2.1	2.0	1.5	2.1
10.	1.6	1.9	2.1	--	1.9	1.8	2.1
11.	2.2	1.9	2.5	2.3	2.2	1.8	2.4
12.	2.7	2.0	2.2	2.3	2.3	2.0	2.6

* 1= Very valuable, 2= Somewhat valuable, 3= Of no particular value.
* Mean Rating reported for each experience.
** See page 23 for description of experiences.

Table 13

Experience Ratings *for Achieving Purpose 4;
Use Varied Teaching Procedures to Facilitate Learning

Experience**	Sub-Groups				Total Group	Quartiles	
	I	II	III	IV		Low	High
1.	2.2	2.2	2.4	2.6	2.4	2.1	2.5
2.	2.3	2.2	2.3	2.3	2.3	2.1	2.4
3.	2.0	1.7	1.8	2.0	1.9	1.7	1.8
4.	1.1	1.6	1.6	1.2	1.4	1.2	1.5
5.	2.2	2.6	2.8	2.6	2.6	2.5	2.4
6.	2.5	2.6	2.7	2.7	2.6	2.5	2.6
7.	2.0	2.2	2.4	2.3	2.2	2.2	2.3
8.	2.7	2.5	2.4	2.4	2.5	2.3	2.4
9.	2.4	2.0	2.7	2.4	2.4	2.2	2.6
10.	2.0	2.6	2.6	--	2.4	2.1	2.6
11.	1.4	1.9	2.3	2.0	1.9	2.2	2.1
12.	2.3	2.0	2.6	1.5	2.1	2.2	2.0

* 1= Very valuable, 2= Somewhat valuable, 3= Of no particular value.
* Mean rating reported for each experience.
** See page 23 for description of experiences.

Table 14

Experience Ratings*for Achieving Purpose 5: Understand Needs of Various Age Groups

Experience **	Sub-Groups I	II	III	IV	Total Group	Quartiles Low	High
1.	2.0	1.8	2.0	2.2	2.0	1.8	2.1
2.	1.8	1.6	1.8	1.7	1.7	1.6	1.9
3.	2.2	2.3	2.5	2.7	2.4	2.4	2.4
4.	1.9	2.0	2.6	2.1	2.2	2.1	2.4
5.	2.0	2.2	2.5	2.4	2.3	2.3	2.4
6.	2.2	2.2	2.4	2.4	2.3	2.1	2.5
7.	2.3	2.4	2.7	2.7	2.5	2.3	2.6
8.	2.4	2.1	2.6	2.7	2.5	2.0	2.7
9.	1.4	1.6	1.9	2.6	1.9	2.1	2.0
10.	1.9	2.1	2.3	--	2.1	1.9	2.2
11.	1.5	1.5	1.7	1.9	1.7	2.1	1.9
12.	1.3	1.6	1.9	1.3	1.5	1.4	1.9

* 1= Very valuable, 2= Somewhat valuable, 3= Of no particular value.
* Mean ratings reported for each experience.
** See page 23, for description of experiences.

Table 15

Opinions of 206 Graduates on When to Emphasize Certain Aspects of Teacher Preparation (Before, During or After Student Teaching)**

Aspects	Before N	During	After	Before and During	Before and After	During and After	Before During and After	Omit	N.A.* and not clear
Community Understanding	64	79	7	30	1	5	5	8	6
Community study	71	51	9	6	7	2	0	52	8
Use Resources and Materials	43	132	1	18	0	2	0	5	5
Make home visits	5	178	1	6	1	2	1	10	2
Community Activities	13	138	4	6	0	3	4	30	8

* N.A. = no answer ** Some respondents checked Before, During and After.

Table 16

Opinions of Former Students from Low and High Quartiles* on When to Emphasize Certain Aspects of Teacher Preparation (Before, During or After Student Teaching)

Aspect	Before		During		After		Before and During		Before and After		During and After		Before During and After		Omit		N.A. and not clear	
	N	N																
	L	H	L	H	L	H	L	H	L	H	L	H	L	H	L	H	L	H
Community Understanding	18	15	19	20	0	3	7	4	1	0	1	0	1	0	0	6	1	1
Community study	15	14	20	9	2	2	3	0	0	0	0	1	0	0	7	21	0	2
Use Resources and Materials	11	10	33	33	0	1	4	1	0	0	0	0	0	0	0	3	0	1
Make home visits	1	2	46	39	0	1	0	0	0	1	0	0	0	0	0	6	1	0
Community Activities	1	6	38	28	0	1	1	1	0	0	0	1	0	0	6	10	2	2

* Total N in Low Quartile (L) = 48 High Quartile (H) = 49.

Table 17

Opinions of 162 Graduates on Adequacy of Preparation to Teach (Number of "Yes" Answers From Those Who Had Taught)

Aspects	Sub-Groups				Total	Quartiles	
	I (N=49)	II (N=48)	III (N=40)	IV (N=25)	Group (n=162)	Low (n=48)	High (n=49)
Prepare units to teach in relation to pupils' backgrounds	32	36	26	16	111	26	23
Prepare units to teach in relation to community conditions	33	36	19	15	124	27	24
Make self-teaching devices	36	35	27	29	117	26	26
Locate and use local aids	44	36	33	22	135	36	26
Teach adult groups	20	14	9	7	50	10	10
Extended program (extra month on job in summer)	17	14	15	4	50	15	9

Table 18

Comparison of Mean Scores of Statements of Belief, Number and Ratings of Community Experiences (Dependent Variables) With Student Teaching, Grade and Teaching Center (Independent Variables)

Dependent Variable	Respondents' Grades		Student Teaching Centers			
	Superior	Fair-Inferior	A	B	C	D
Responses to Statements of Belief	10.7	10.9	11.3	10.5	9.6	11.0
Number of Experiences	6.4	6.5	6.9	7.2	6.4	9.0
Ratings of Experiences	1.9	1.8	2.0	1.9	1.9	2.0

Table 19

Teaching Experiences and Number of Positions Held Between 1948-60
As Reported by 206 Graduates

Group No.	Class of	Total N	Never Taught	Taught Home Ec.	Number of Positions Held					
					1	2	3	4	5	6
I	'48	17	1	15	15	13	10	5	3	1
I	'49	14	3	11	11	8	4	1	0	0
I	'50	12	1	11	11	9	5	4	1	0
I	'51	13	1	12	12	9	1	0	0	0
Subtotal		56	7	49	49	39	20	10	4	1
II	'52	14	2	12	12	6	1	0	0	0
II	'53	12	3	9	9	5	3	2	0	0
II	'54	16	1	15	15	9	4	2	1	1
II	'55	16	4	12	12	6	2	0	0	0
Subtotal		58	10	48	48	26	10	4	1	1
III	'56	19	3	16	16	6	0	0	0	0
III	'57	16	5	11	11	5	1	0	0	0
III	'58	16	3	13	13	5	0	0	0	0
Subtotal		51	11	40	40	16	1	0	0	0
IV	'59	15	6	9	9	5	1	0	0	0
IV	'60	26	10	16	16	1	0	0	0	0
Subtotal		41	16	25	25	6	1	0	0	0
Total	'48-60	206	44	162	162	87	32	14	5	2
Quartiles										
Low		48	11	37	37	21	11	4	1	0
High		49	14	35	35	16	4	3	1	1

Table 20

Location and Grade Level Taught by 162 Graduates Who Returned the Questionnaire

Group	N	N	Place Taught		Grade Level Taught					
Quartiles		taught	N.Y.	Other	Jr-Sr High	Jr-Sr Adults	Jr Hi	Sr Hi	Other	No Answer
Low	48	37			26	13	14	10	3	--
High	49	35			21	5	11	8	5	--
I	56	49	45	4	38	21	20	15	24	2
II	58	48	39	7*	27	12	19	6	26	0
III	51	40	34	6	17	5	16	9	5	0
IV	41	25	15	8	9	0	10	8	3	0
Total	206	162	133	25	91	38	65	38	58	2

* One graduate in Group II taught abroad.

Table 21

Population of School District of Teaching Experience in All Jobs Held by Respondents in High and Low Quartiles

Population of District		Low Quartile N	Low Quartile %	High Quartile N	High Quartile %
Over	Under				
	-2,500	14	27	8	17
2,500	10,000	16	31	7	15
10,000	50,000	14	27	21	44
50,000	100,000	3	6	3	6
100,000+		5	10	9	19
		52	100%	48	100%

Table 22

Summary of Places Checked Where 162 Graduates Secured Information About Pupils and Families*

	N	Guid. Counselor		School Rec.		Other teachers		Pupils		Parents		Local Agencies		Other Sources	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
Group I	49	24	50	23	47	36	73	45	92	20	41	0	0	11	22
II	48	19	40	24	50	30	63	41	85	20	42	2	4	16	33
III	40	24	60	19	48	34	85	33	83	20	50	0	0	10	25
IV	25	12	48	7	28	20	80	22	88	9	36	0	0	2	8
Total	162	79	49	73	45	120	74	141	87	69	43	2	1	39	24
Quartiles															
Low	48	24	50	20	42	32	67	33	69	17	35	0	0	4	8
High	49	18	38	16	33	24	49	27	55	12	24	0	0	4	8

* They could check more than one source.

Table 23

Items Checked by 162 Graduates Concerning Relating Self to Local Community (Rank Order of Frequency of Replies)

	Relating Self to Community	Rank	N (162)
f.	Estab. coop. relations	1	131
e.	Found field trip possibilities	2	116
i.	Talked with pupils & fam. mem.	3	95
g.	Obtained information	4	79
j.	Other (they specified it)	5	45
a.	Necessary to commute	6	39
h.	Worked with comm. organization	7	32
c.	Heavy schedule	8	29
b.	School Adm. attitude	9	13
d.	Little of interest	10	4

Table 24

Relating Self to Community: Responses of High and Low Quartiles

Statements	Low Quartile (N=37) N	Low Quartile (N=37) %	High Quartile (N=35) N	High Quartile (N=35) %
Found it necessary to commute	7	19	12	34
School administrators' attitudes unfavorable	3	8	5	14
School schedule too heavy	6	16	8	23
Nothing of interest or use in community	1	3	3	6
Field trips possible	29	78	21	60
Established cooperative relations with local merchants	29	78	20	57
Obtained infromation about teenage activities in community	20	54	15	43
Worked with service organization	9	24	2	6
Talked with pupils and families in homes	26	70	13	37